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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains eight lessons for use in grade 2. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and passenger safety; instructions for using this program, explaining evaluation methods; Arizona law and regulations governing pupil transportation; a form to report misconduct on the school bus; and rules for school bus safety. The lessons cover the following subjects: waiting for, boarding, and leaving the school bus; proper manners for bus riders; bus emergency procedures; seat belt use; and passengers of automobiles, recreational vehicles, motorcycles, and snowmobiles. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include drawing and coloring, class discussions, learning songs and poems, building a model school bus, and question-and-answer sessions. (ELG)

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ARIZONA
TRAFFIC SAFETY EDUCATION

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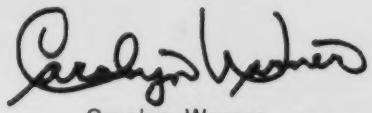
PASSENGER SAFETY

CE 018 193

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

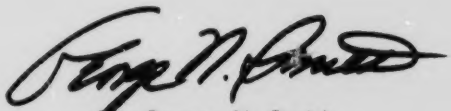
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

PASSENGER SAFETY – SECOND GRADE

CONTENT

Introduction iii

Using This Program vi

Regulations and Laws Governing Pupil Transportation, State of Arizona viii

Report of Misconduct on School Bus x

Rules for School Bus Safety xi

Lesson

Preparing to Meet the Bus 1

Boarding and Leaving the School Bus 2

Proper Manners for Bus Riders 3

Bus Emergency Procedures 4

How to Use Seat Belts 5

Auto Passenger 6

Passengers of Recreational Vehicles 7

Passengers of Motorcycles and Snowmobiles 8

INTRODUCTION*

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example*: The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

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*NOTE: The general information on the first eight basic highway safety concepts is the same as in the *Introduction* to the Pedestrian Safety Lessons. When teaching passenger safety to elementary students, consider the additional information in Concept No. 9.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. It would appear that passengers have very little influence on traffic safety, but upon closer analysis it is found that *passengers can have a very significant positive or negative influence on highway safety.*

   There are two areas of highway safety that can be influenced by passenger safety, that of accident prevention and accident survivability.

   Accident prevention

   The conduct and attitude of a passenger can affect how well the driver of a vehicle can perform. Excessive noise, flying objects, etc., can definitely have a negative and distracting influence on the performance of a driver. Also, the passenger, through verbal encouragement, can have positive or negative influence on the driver's performance.

   Accident survivability

   A knowledge of and positive attitude toward the use of restraining devices, safety devices, and proper riding position, if incorporated into the role of a passenger, can

greatly increase the survivability of a passenger, in the event of a highway crash. Therefore, it is imperative that young passengers understand and accept their responsibility for the influence they can have on the safety of themselves and other highway users.

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	⊘												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. **Standing**

   Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. § 28-901.A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. **Loading and unloading pupils**

   Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. **Authority of drivers**

   The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. **Smoking in bus**

   Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. **Intoxicating liquors**

   No intoxicating liquor shall at any time be carried in a school bus.

6. **Animals**

   No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. **Weapons**

   No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

28-900. Regulations relative to school buses

A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.

B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus #_____ Date_____

Name of Student_____

School _____ Time: A.M. - P.M.

INFRACTION (Check Infractions)

- ☐ Loud, Unnecessary Talking
- ☐ Vulgar or Profane Language
- ☐ Unauthorized Window Adjustment
- ☐ Out of Seat When Bus in Motion
- ☐ Part of Body Out Window
- ☐ Object Thrown Out Window or Door
- ☐ Marked on Part of Bus
- ☐ Cut Seat
- ☐ Lack of Consideration for Others
- ☐ Eating on Bus
- ☐ Chewing Gum
- ☐ Failed to Follow Instructions of Driver
- ☐ Continually Late to Bus Stop
- ☐ Striking Matches on Bus
- ☐ Failure to Sit in Assigned Seat
- ☐ Littering Bus

Warning Given? _____ Yes _____ No

REMARKS: Brief Explanation of Infraction _____

_____

_____

_____

_____
Signature of Driver

RULES FOR SCHOOL BUS SAFETY

PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTIONS OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSES.

PASSENGER SAFETY – SECOND GRADE

LESSON ONE

"PREPARING TO MEET THE BUS"

OBJECTIVE ONE

Given proper and improper procedures for meeting the school bus, the student will identify the proper procedures.

KEY POINTS

When preparing to meet the school bus the students should:

1. Leave home on time to catch the bus without running.
2. Follow the safest route to bus stop. Cross streets only at corners. Walk on the left facing traffic if there are no sidewalks. Obey traffic signs and signals.
3. Line up in a straight row so that the first person in line is at least four feet from the curb or bus stop, and wait for the bus.
4. Don't fool around at the curb or bus stop.
5. Ride only on your own bus. Know its number.
6. If you miss the bus ride to school, go straight home.

MATERIALS NEEDED

Make enough copies of the letter to parents for each child. (Activity 1)

Make enough copies of the Happy Face Clock for each student, or give them paper plates or drawing paper to draw a clock. Yellow and black crayons. (Activity 2)

The picture "At The Bus Stop" accompanying this lesson (or a transparency you have made from it). (Activity 4)

Enough copies of the assessment exercise for each student.

Additional Resource Material

Twelve "Safety Tips" study prints attached to this lesson. May be used with Bus Safety Lessons as desired.

"How Do You Go To School?" A School Bus Safety Program consisting of: 18-card flip chart and guide for visiting bus driver, 14 classroom study prints, filmstrip and cassette tape, teacher's manual, student texts.

Available on free loan from:

Driver & Safety Education Division
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

or available from:

Kilby Associates
P. O. Box 1113
Pendleton, Oregon 97801
Tel: 503-276-0100

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Take-home. Sign and send a copy of the letter to parents home with each child.

2. Have students draw a clock using the following directions:

   a. Draw a large circle for a Happy Face Clock, or use a 9" paper plate.

   b. Put clock numbers in the correct place.

   c. Draw the hands in to show the time you must leave home in order to be at the bus stop on time.

   d. Color your clock school bus colors.

   Or give each student a copy of the "Happy Face Clock" and have students follow directions "c" and "d".

   Ask several students if they know what time they must leave home to catch the bus. Then point out that everyone does not leave home at the same time. Ask students why it is important to get to the bus stop early? (So they won't miss the bus, the bus won't be late at the next stop, etc.)

If students do not know what time they must leave home in the morning to get to the bus stop on time, send a note to parents several days before this lesson is taught. Ask them to write down the time their child must leave home in order to be at the bus stop five minutes early.

3. Review some of the basic pedestrian safety rules (in Pedestrian Safety Lessons) with the students. Ask, "Why do you think this is a good rule to follow on the way to the bus stop?"

   a. Cross only at the corner. (Drivers expect pedestrians to cross at corners and are more alert.)

   b. Look all ways for traffic. (We can't expect drivers to always stop for us.)

   c. Watch for turning cars. Be sure the driver sees you before starting across the street. (Look at his eyes to be sure.)

   d. Cross the street only when it is clear or when traffic has stopped.

   e. Obey signs and signals, and be sure vehicle drivers do, too.

   f. Don't fool around in the street. (Streets are for vehicles, not for pedestrians.)

   g. Be extra careful by driveways and alleys. (Drivers don't always see children in time to stop.)

   Can you think of any other safety rules for meeting the bus?

4. Show students the picture (or transparency) "At the Bus Stop." Ask questions 1-9 on the back of the picture.

5. Ask the students what they would do if they were late leaving home, and when they arrived at the bus stop, they could see the bus going on without them.

   a. Would you chase after the bus? (No)

   b. Would you take a different bus? (No)

   c. Would you catch a ride to school with a stranger? (No)

   d. Would you walk to school? (No)

   e. Would you go straight home and tell your parents what happened? (Yes)

   f. What would you do if no one was at home?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

6. Have students role play waiting at the bus stop where certain rules are broken. Then have them role play the same scene, now following the safety rules.

7. Teach students the poem "Waiting for the School Bus." Have several students act out going to the bus stop and lining up single file away from the curb while the class recites the poem.

Waiting For The School Bus

When we are waiting for the school bus
We line up single file and never fuss.
We stay on the curb away from the street,
And when the bus door opens,
We're ready to move our feet.

8. Have students draw a picture of their school bus and bus driver. Tell them to put their own bus number on the bus and then color it.

SUMMARY

Remind the students that in preparing to meet the bus:

1. Leave home on time.
2. Follow the safest route to the bus stop.
3. Wait for the bus away from the roadway.
4. Ride only your own bus.
5. If you miss the bus ride to school, go straight home.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct the students that, as the teacher reads each sentence to them, they are to underline each sentence that is a good safety rule for going to meet the bus.

At the bottom of the page they are to draw themselves and two friends waiting carefully for the bus. (Sentences 2, 3, 6, and 7 are good safety rules. Children should be shown standing single file.) Collect the exercises. Complete the assessment checklist and give remedial help where needed.

Dear Parent,

Since your child will be riding a school bus to and from school each day, may we suggest the following steps for his/her safety.

SAFETY STEPS

1. Walk to the bus stop with your child the first few days using the safest, most direct route.

2. Find out how much time it takes to get to the bus stop and the time the bus arrives.

3. Point out to your child where the hands of the clock are at the time he should leave. Allow enough time to get to the bus stop about 5 minutes early.

4. Point out any safety hazards - for example: Crossing streets; alleys or driveways - and that your child should always watch for oncoming cars when approaching these areas.

5. If sidewalks are available, your child should use them. If not, he should walk FACING TRAFFIC, single file.

6. Find out the bus number, and be sure your child checks so that he boards the correct bus.

7. If your child misses his bus ride to school, instruct him to come straight home. Or, if no one will be at home, make arrangements for the possibility of a missed bus.

8. If your child must cross a busy street remind him/her to look both left and right to see there isn't oncoming traffic before stepping from in front of the bus to cross the street.

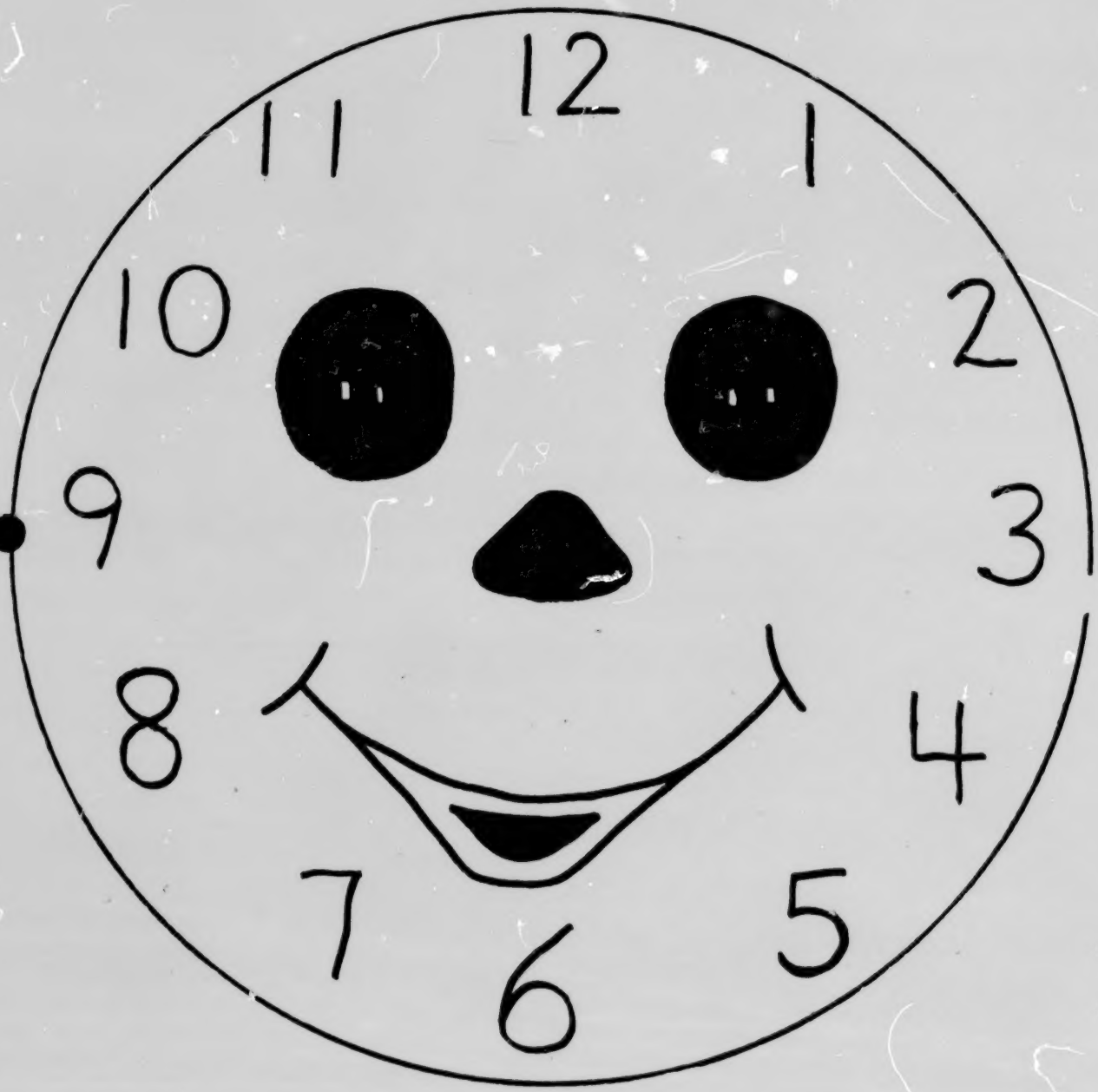
9. Encourage your child to come directly home from the bus stop at the end of his school day.

We hope this information will be helpful to you and to your child.

Sincerely,

_____

(Principal or Teacher)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BEHAVIOR AT THE BUS STOP

BEHAVIOR AT THE BUS STOP

1. Are the children behaving correctly while waiting for the bus?
2. What safety rules have they forgotten?
3. Why is it dangerous to fool around at the bus stop?
4. What is the correct way to behave at a bus stop?
5. What are the most important safety rules to follow while waiting at the bus stop?
6. Where should you wait for the bus?
7. Why shouldn't you stand too close to where the bus will stop?

ASSESSMENT NAME_____

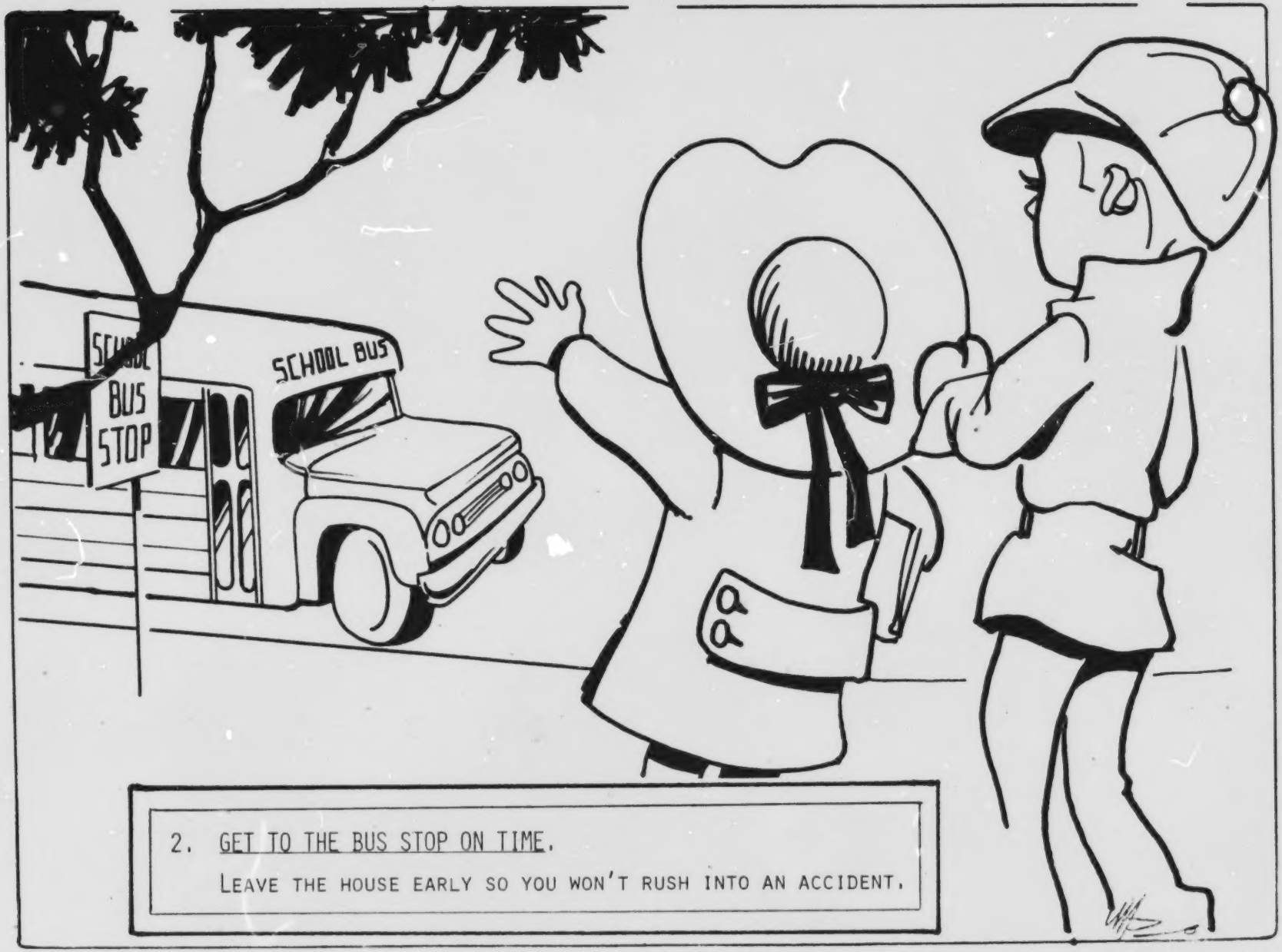
DIRECTIONS: UNDERLINE EACH SENTENCE THAT IS A GOOD SAFETY RULE FOR GOING TO MEET THE BUS.

AT THE BOTTOM OF THE PAGE DRAW YOURSELF AND 2 FRIENDS WAITING CAREFULLY FOR THE BUS.

1. PLAY BALL AT THE BUS STOP.
2. LEAVE HOME IN TIME TO GET TO THE BUS STOP EARLY.
3. CROSS STREETS AT CORNERS ON THE WAY TO THE BUS STOP.
4. PLAY IN THE STREET.
5. SIT IN A CIRCLE AT THE BUS STOP.
6. LINE UP IN A STRAIGHT ROW TO WAIT FOR THE BUS.
7. STAND BACK FROM THE CURB AND ROADWAY WHILE WAITING.
8. RIDE FRIEND'S BUS IF YOU MISS YOUR BUS.

1. OBEY THE BUS DRIVER.

   YOUR SCHOOL BUS IS LIKE A CLASSROOM ON WHEELS. RESPECT THE DRIVER AS YOU RESPECT YOUR TEACHERS.

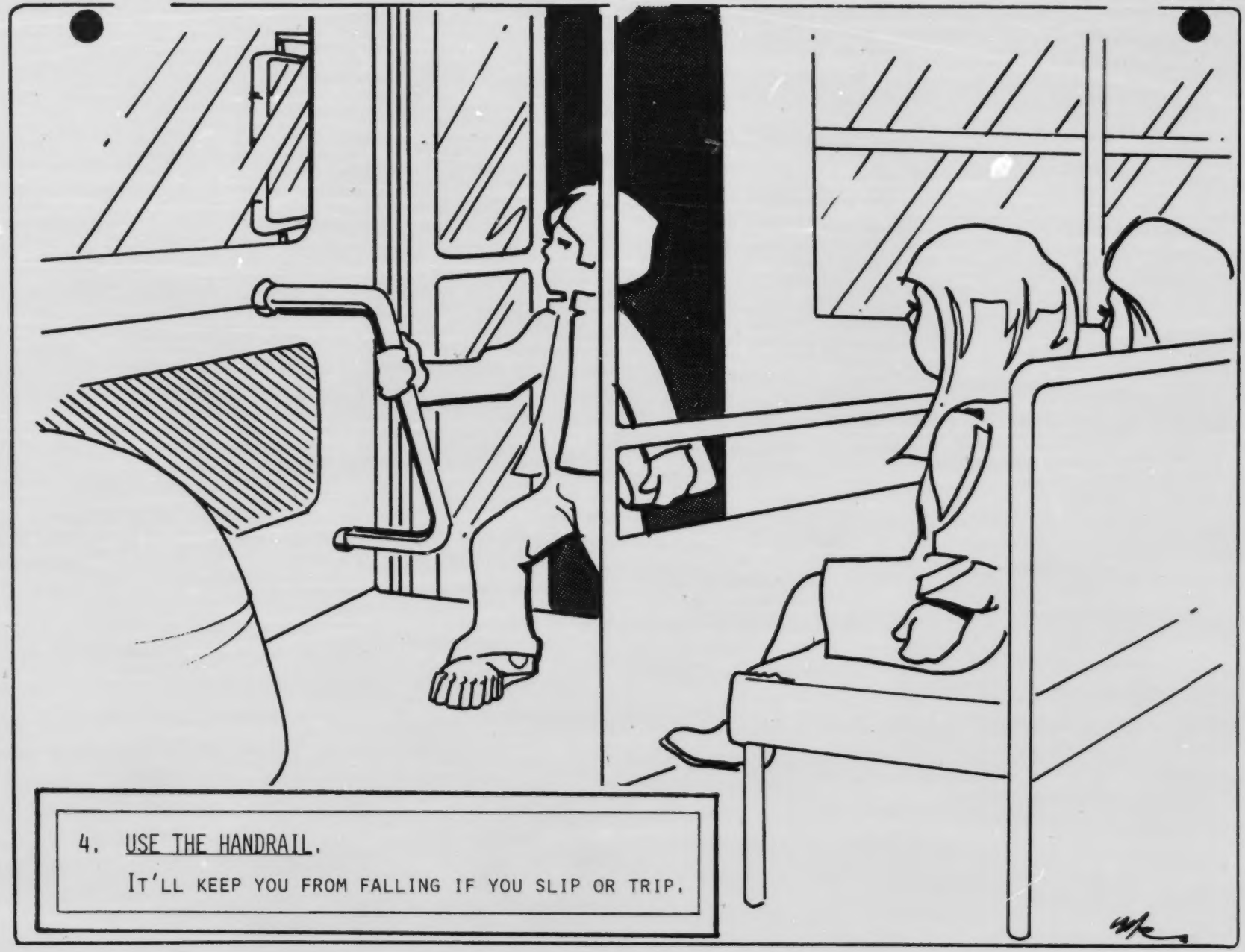


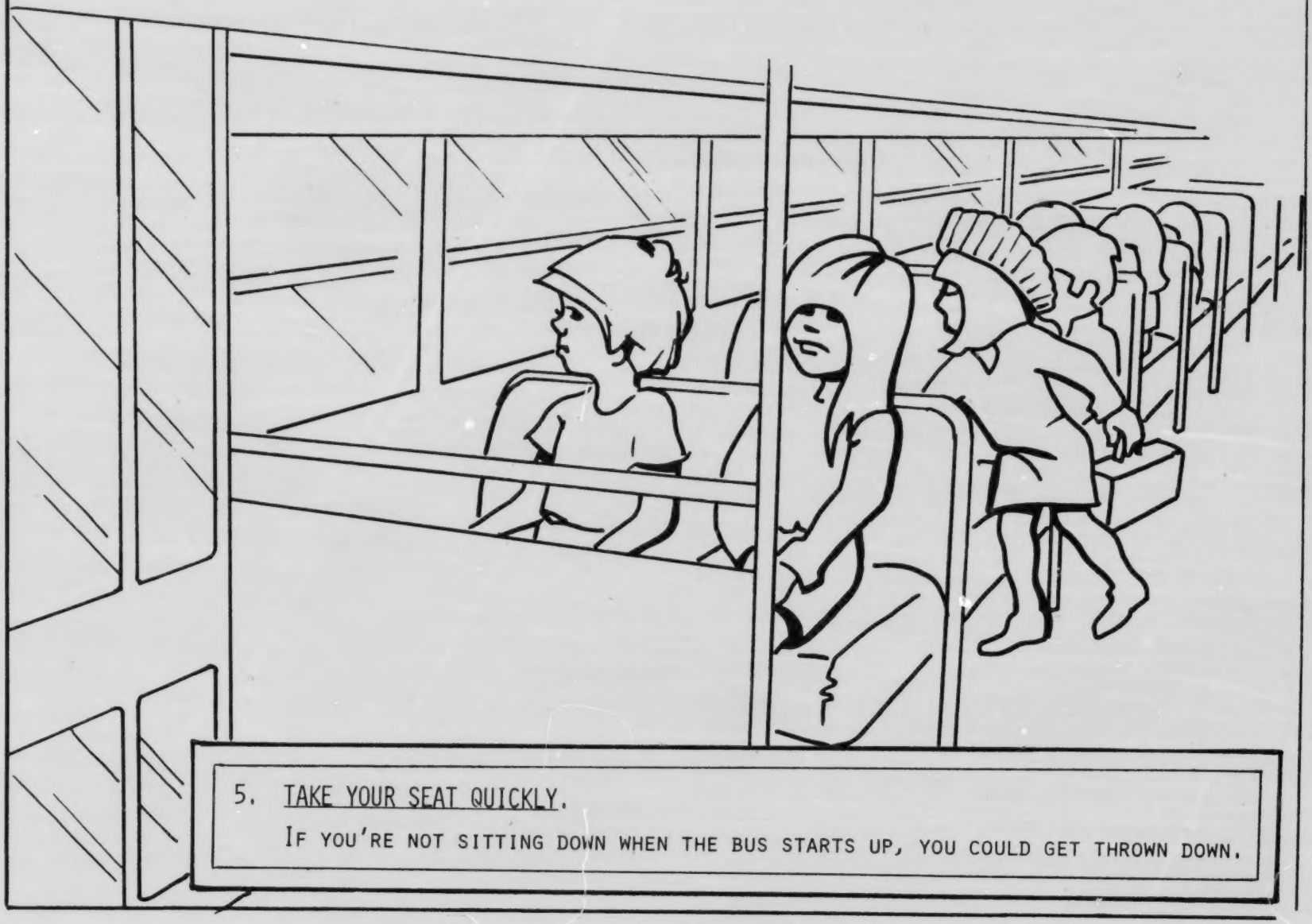
2. GET TO THE BUS STOP ON TIME.

LEAVE THE HOUSE EARLY SO YOU WON'T RUSH INTO AN ACCIDENT.

3. DON'T WAIT ON THE STREET.

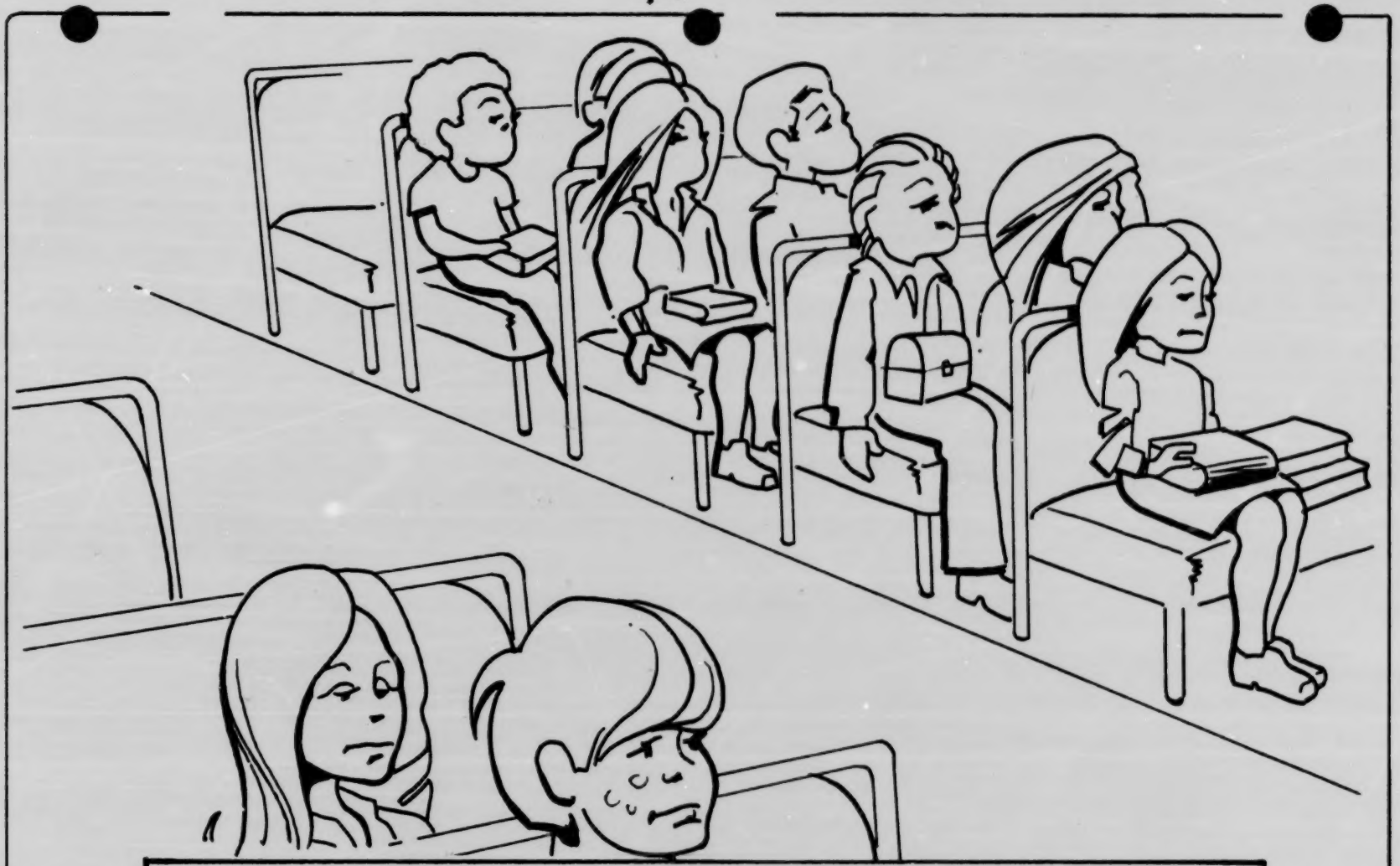
GIVE THE BUS ROOM TO PULL OVER. YOU'LL BE SAFER FROM TRAFFIC, TOO.


4. USE THE HANDRAIL.
IT'LL KEEP YOU FROM FALLING IF YOU SLIP OR TRIP.



5. TAKE YOUR SEAT QUICKLY.

IF YOU'RE NOT SITTING DOWN WHEN THE BUS STARTS UP, YOU COULD GET THROWN DOWN.

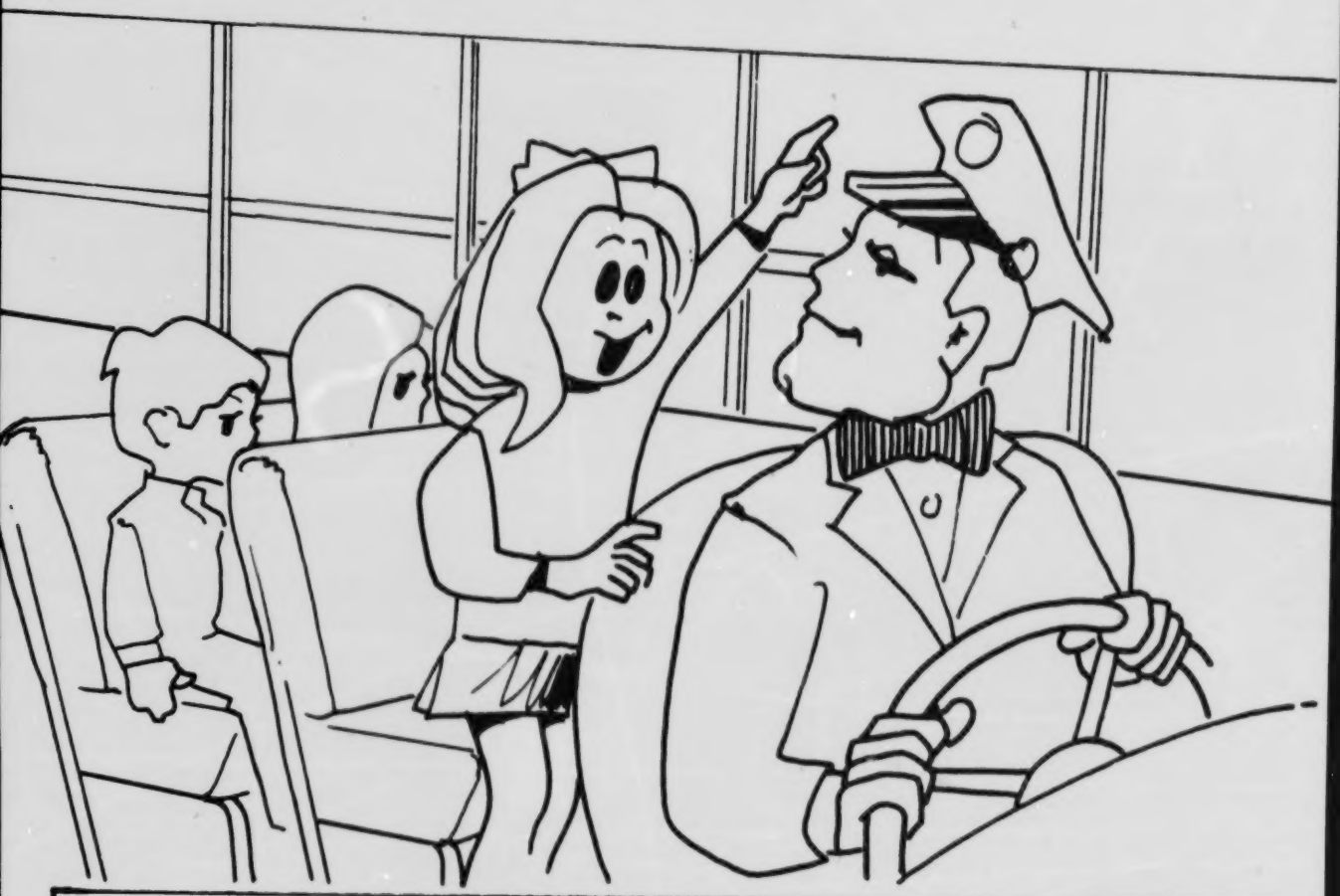


6. KEEP THE AISLE CLEAR.

DON'T BLOCK IT WITH BOOKS, MUSICAL INSTRUMENTS, LUNCH PAILS, FEET, LEGS, OR ANYTHING.

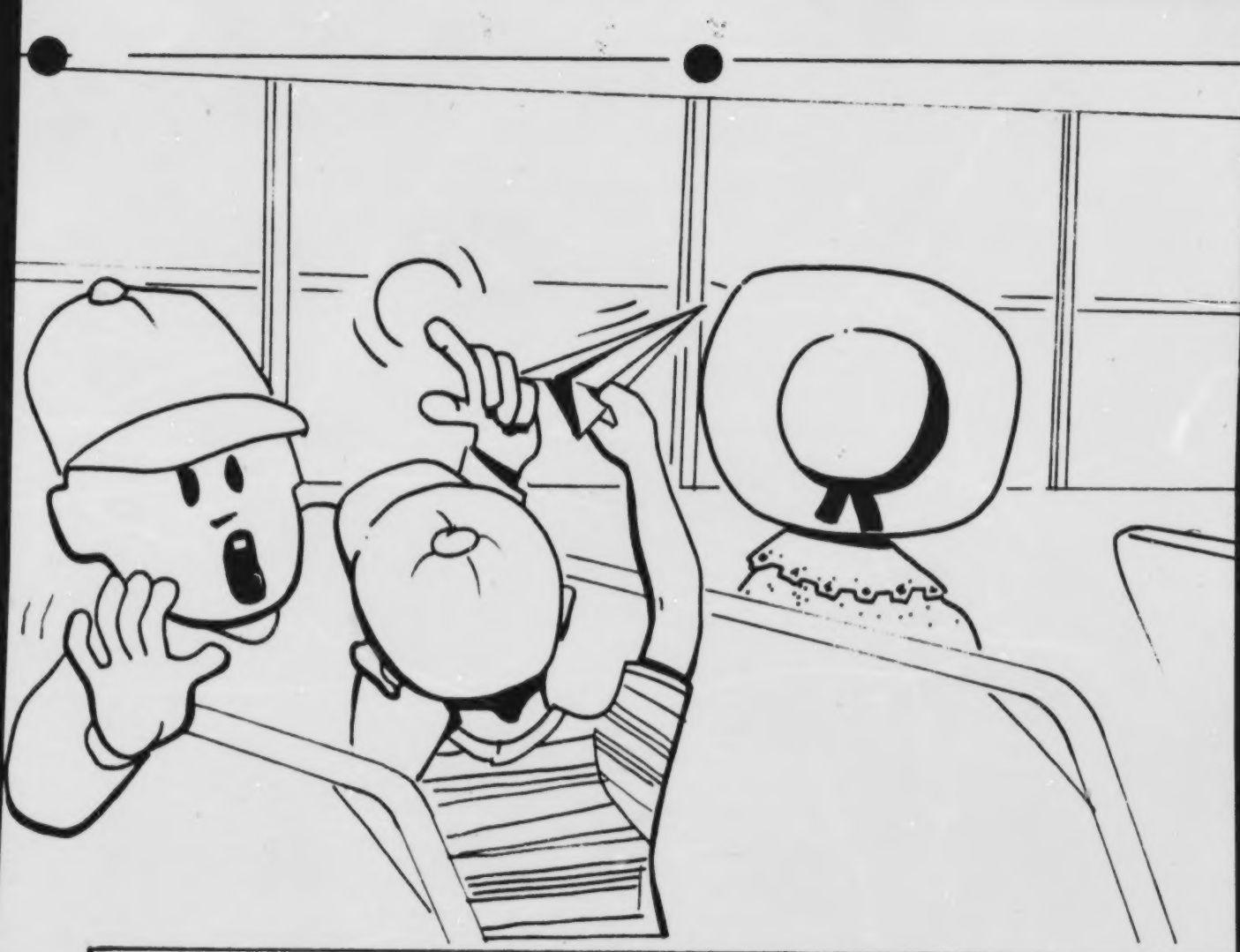
7. NO HORESPLAY.

HORSING AROUND COULD DISTRACT THE DRIVER AND CAUSE AN ACCIDENT.



8. GET PERMISSION TO OPEN WINDOWS.

ALWAYS ASK THE BUS DRIVER IF IT'S ALL RIGHT. NEVER PUT YOUR HEAD, ARMS OR HANDS OUT THE WINDOW.

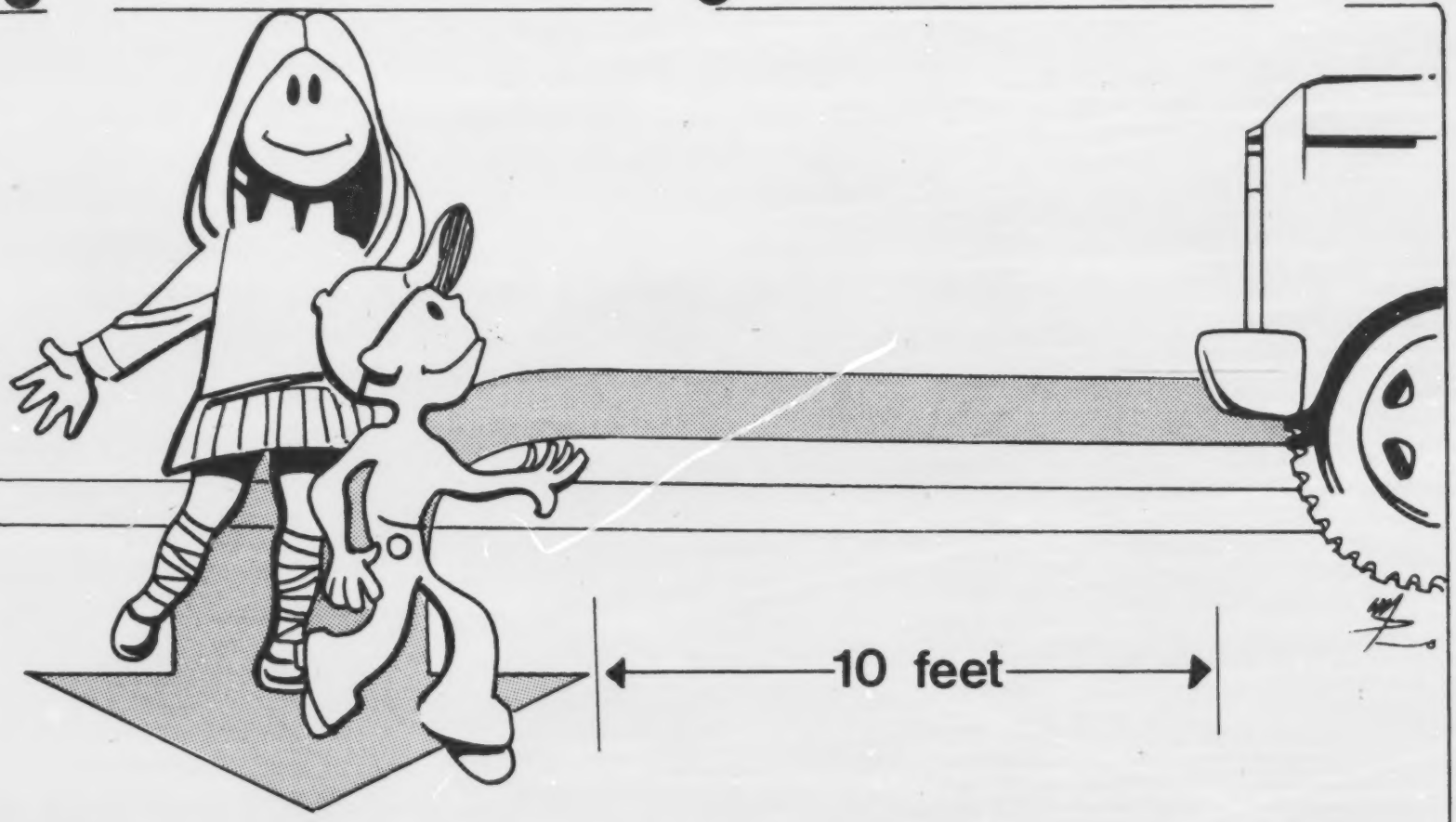


9. DON'T THROW THINGS.

NEVER THROW THINGS IN A BUS, AT A BUS OR OUT OF A BUS. SAVE CANDY WRAPPERS AND OTHER SCRAPS FOR A WASTEBASKET.

10. KEEP IT QUIET.

THE DRIVER HAS TO HEAR WARNING SIGNALS AND OTHER DRIVERS' HORNS. BE ABSOLUTELY QUIET AT RAILROAD CROSSINGS SO THE DRIVER CAN HEAR IF A TRAIN IS COMING.



12. BE CAREFUL LEAVING THE BUS.

WALK OUT IN SINGLE FILE. KEEP AWAY FROM THE SIDE OF THE BUS AS IT PULLS AWAY. OF YOU CROSS THE ROAD BEFORE IT PULLS AWAY, CROSS AT LEAST 10 FEET IN FRONT OF THE BUS SO THE DRIVER CAN SEE YOU.

PASSENGER SAFETY – SECOND GRADE

LESSON TWO

"BOARDING AND LEAVING THE SCHOOL BUS"

OBJECTIVE TWO

Given a situation in which a simulated or real bus is used, the student will demonstrate the proper actions in boarding and leaving the school bus.

KEY POINTS

1. When boarding the school bus:
   a. Wait for the bus to stop and the bus doors to open before moving toward the bus.
   b. Use the handrail.
   c. Let smaller children go first.
   d. Refrain from pushing or shoving.
   e. Do not crowd the person in front of you. Enter one at a time in case of:
      A quick stop by another child.
      A child stopping to pick up a fallen object.
      A child in front missing a step.
   f. Promptly take your seat, and stay seated.
2. When leaving the bus:
   a. Wait for the bus to stop completely before leaving your seat.
   b. Let those sitting closest to the door get off first.
   c. Use the handrail and go single file.
   d. Move away from the bus as soon as you get off.
   e. If anything is dropped near or under the bus, tell the driver before trying to pick it up.

f. If crossing the street is necessary after getting off the bus: Cross in front of the bus, far enough so the driver can see you. Look in all directions to make sure no traffic is coming and that oncoming traffic has stopped.

g. Go directly home after leaving the bus.

MATERIALS NEEDED

The pictures accompanying this lesson or transparencies you have made from the pictures. (Activities 1 and 2)

Masking tape or chalk for simulated bus stop area. (Activity 3)

Cardboard or tagboard, masking tape, and paint for building a classroom school bus. Directions attached to this lesson. (Activity 5)

Make enough copies of the pictures "Boarding the Bus" and "Leaving the Bus" for each student to color. (Activity 6)

A school bus and driver for demonstration. Call your School District Transportation Department. Arrange for a bus and driver as part of a planned program. You may want to invite the bus and driver after Lesson 4 has been taught in order to review and assess the effectiveness of Lessons 2, 3, and 4. This can be coordinated with several other classrooms. (Activity 8)

Additional Resource Material

Book, *Lucky Bus*, by Richard G. Boyer, c. 1975, Oddo Publishing Company, 201 South Second Street, Mankato, Minnesota 56001.

Song, "The Happy Bus," in *Sing a Song of People*, c. 1973, by Roberta McLaughlin and Lucille Wood, Bowman Publishing Company, Glendale, California 91201.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach the students the "Five Safety Rules for Boarding the Bus." Have them hold their hands in a fist and open their hands one finger at a time as you read the rules.

Five Safety Rules For Boarding The Bus

(1) Be on time. Watch the clock.

(2) Wait at a safe place on the block.

(3) Line up single file to board the bus.

(4) Do not shove and do not fuss.

(5) Use the handrail. That's the last rule for getting on the bus to school.

Show the picture (or transparency you have made) of children boarding the bus. Ask the questions on the back of the picture, keeping the Key Points in mind.

2. Teach students the poem, "Leaving the Bus."

Leaving The Bus

I wait until the school bus stops
Before I leave my seat.
I let those in front off first.
And then through action, I repeat
The rules I used for boarding the bus:
Going in single file,
Using the handrail
And not making a fuss.

Show the picture (or transparency) of children leaving the bus. Ask the questions on the back of the picture.

3. Set up a simulated bus stop area in the classroom. Use masking tape or chalk for the curb. For the simulated bus, place chairs in double rows leaving an aisle (diagram with Assessment Procedure). If you have an outside door in your classroom, you may want to use it as the bus door in this simulation. Have children demonstrate, in groups, the proper procedures of boarding the bus, taking a seat, and leaving the bus.

4. Have students construct a classroom school bus. (Directions attached to lesson.) This bus can be used to demonstrate passenger safety practices in this and later lessons.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Ask students to act out and/or describe what might happen if:

   a. They moved close to the bus before it stopped.

   b. They crowded onto the steps of the bus all at once.*

   c. They didn't use the handrail.

   d. They pushed and shoved as they entered or left the bus.*

   e. They dashed across the street from the bus without looking.

   f. They didn't go directly home from the bus.

   *You may wish to set up some steps for these situations.

6. Give each student a copy of the children boarding and leaving the bus to color and take home.

7. Teach students this song, sung to the tune of: "The More We Get Together/Have You Ever Seen A Lassie."

The More We Think Of Safety

The more we think of safety,
Of safety, of safety,
The more we think of safety,
The happier we'll be.
At the bus stop, stand single file,
Think courtesy, no fooling 'round,
The more we think of safety,
The happier we'll be.

8. Arrange to have a school bus and driver available in your school parking lot. The children can practice proper boarding and exiting procedures and ask the driver questions. This can also be coordinated with other classrooms.

SUMMARY

Review, asking students to name the safety rules for entering and leaving the bus. (in KEY POINTS)

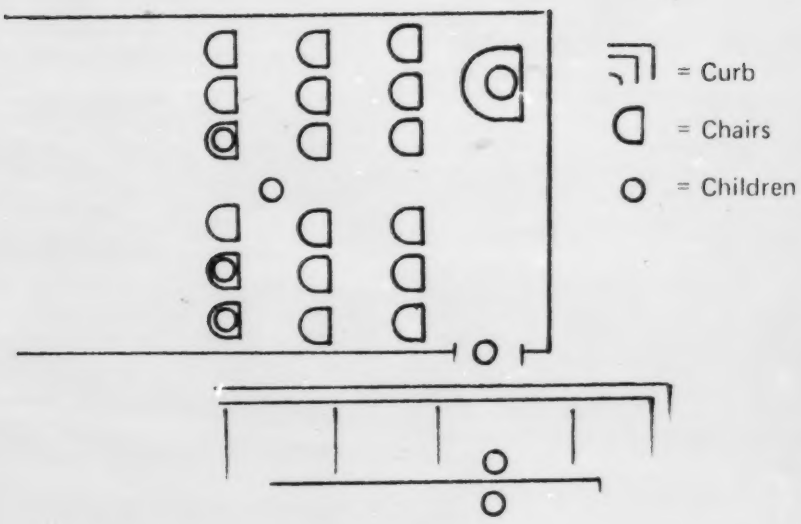
ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus area in the classroom. Use masking tape or chalk for the curb. Place chairs in double rows with an aisle between, as in Activity 3. (Diagram below.) Or use the classroom bus you made in Activity 5.

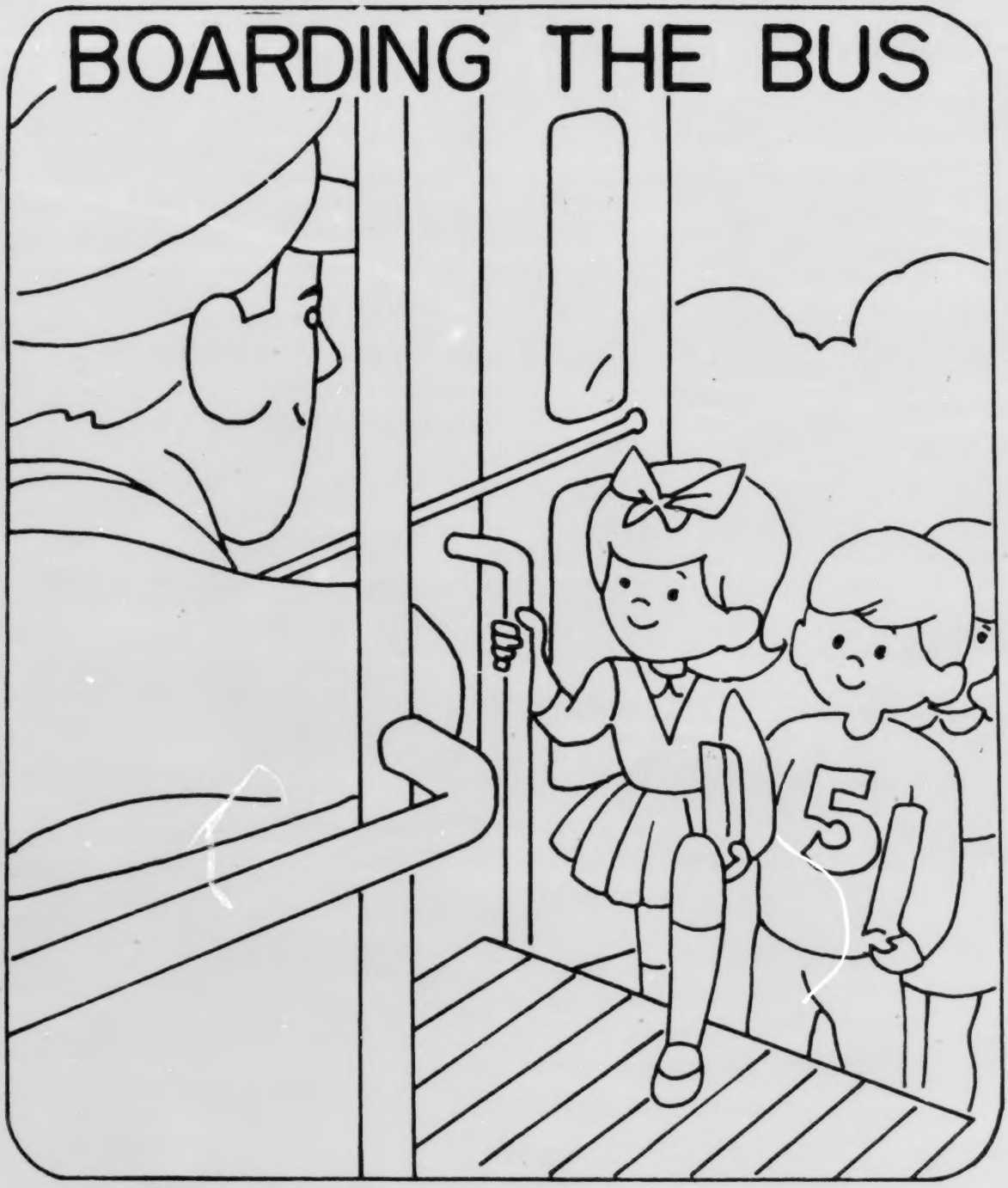
Have each student demonstrate the proper way of boarding the school bus and taking a seat. Then have each student demonstrate proper actions to take on leaving the bus. Complete the assessment checklist and give help where needed. Additional assessment may be conducted with a real bus when available, maybe after Lesson 4 is taught.

SIMULATED

BUS AREA



BOARDING THE BUS



We get on the bus in single file without crowding and pushing.
We always hold on to the handrail.

BOARDING THE BUS

1. What rule are the children in the picture following when boarding the school bus?

2. How many children should board the bus at one time?

3. Why is it important to board the bus in single file?

4. If someone is boarding the bus in front of you, when should you start to board it?

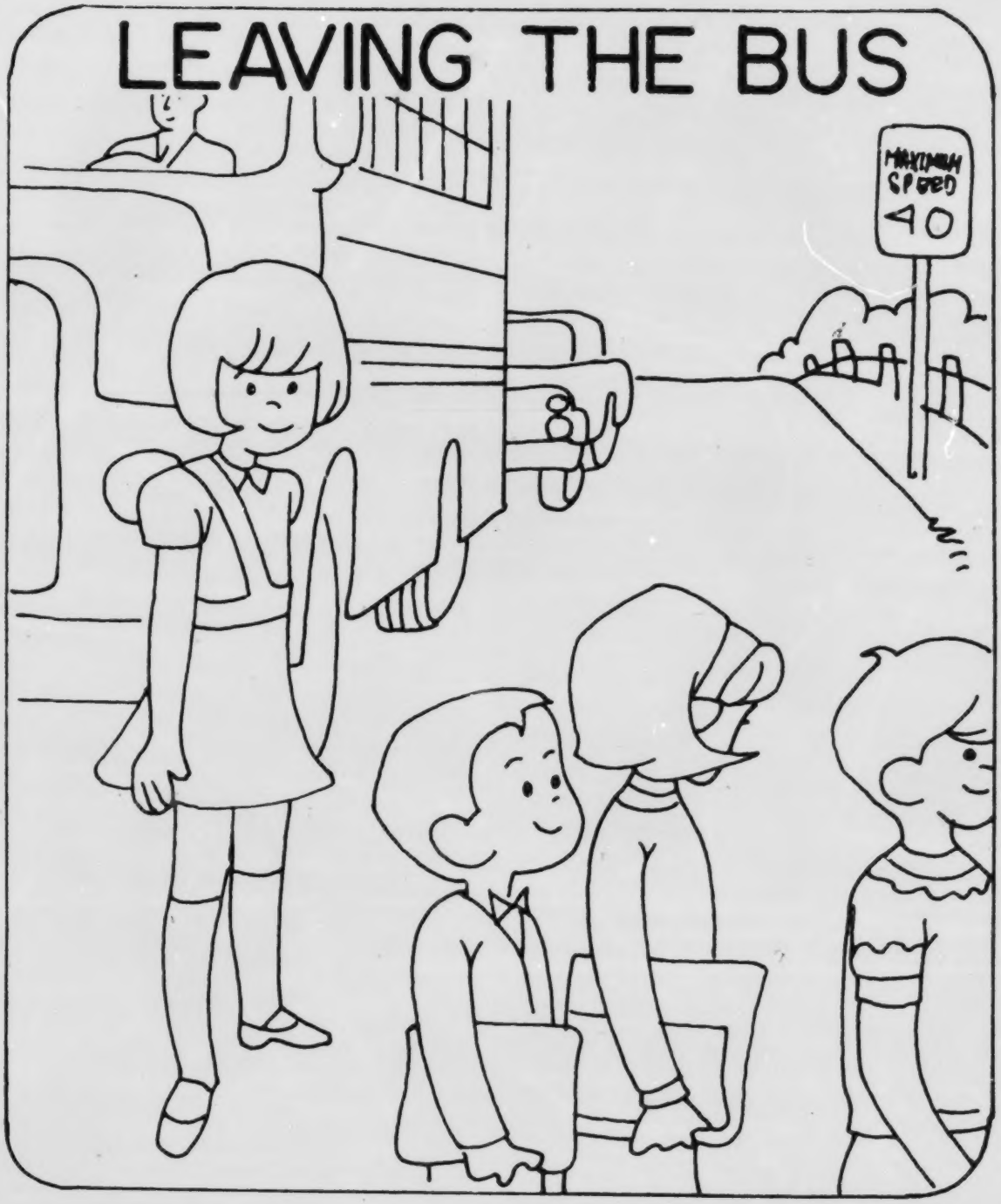
5. What could happen if someone started to push and shove to get on the bus?

6. Why should you use the hand rails when entering the bus?

7. Who should be allowed to get on the bus first? (smaller children)

8. Why should the younger children get on the bus first?

LEAVING THE BUS



We are very careful when we leave the bus. We look both ways before we cross the road. If there are school bus safety patrols we obey them.

LEAVING THE BUS

1. When is it safe for you to stand up to get off the bus?

2. Why is it dangerous to stand up before the bus comes to a stop?

3. How should you behave when getting off the bus?

4. If someone is in front of you, when do you start to go down the steps of the bus?

5. What might happen if someone pushes to get off the bus?

6. Why do you think more accidents occur on the bus trip home than on the way to school?

7. What precautions should you take in leaving the bus?

8. If you have to cross the street after leaving the bus, what signal should you wait for?

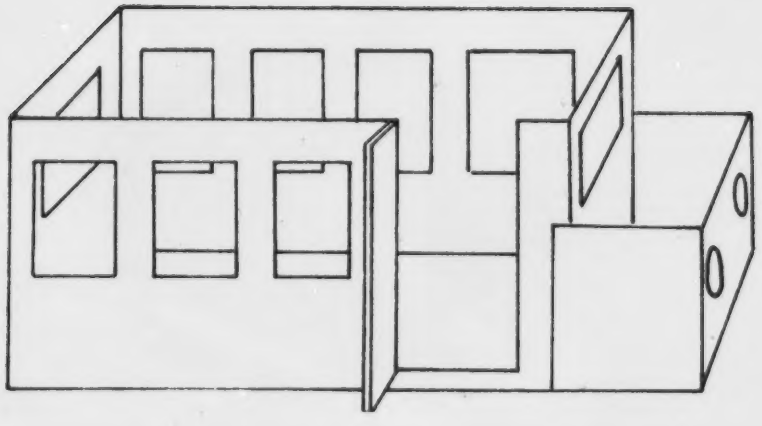
9. What other things should you remember before crossing the street?

DIRECTIONS FOR MAKING A SCHOOL BUS

Materials Needed

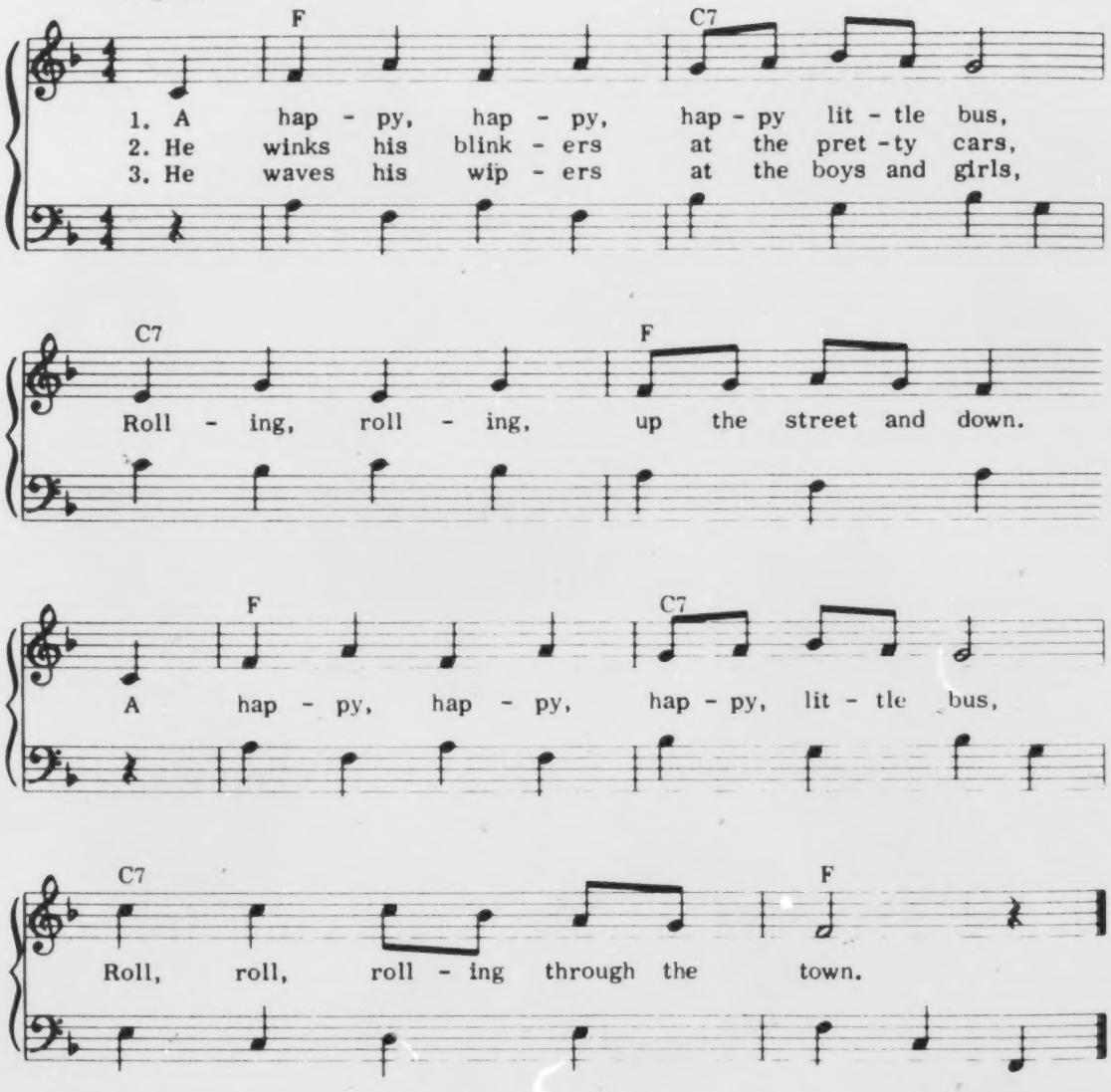
Cardboard & tagboard or Refrigerator carton	Yellow paint or paper Black, white, red paint
Masking tape	Chairs

Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The children, with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the children enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights (flashlights may be used), etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Put the name of the school district and a bus number on the side. *Optional:* Interior parts, such as steering wheel, fire extinguisher, gas pedal, handrails, may be drawn in. Use the children's school chairs for passenger and driver seats.



Happy Bus

L. W. L. W.

Brightly

F
C7
1. A hap - py, hap - py, hap - py lit - tle bus,
2. He winks his blink - ers at the pret - ty cars,
3. He waves his wip - ers at the boys and girls,
C7
F
Roll - ing, roll - ing, up the street and down.
F
C7
A hap - py, hap - py, hap - py, lit - tle bus,
C7
F
Roll, roll, roll - ing through the town.

"The Happy Bus," from *Sing A Song of People* by Roberta McLaughlin and Lucille Wood. Copyright © 1973 Bowmar, and used by permission of Bowmar Publishing Corp., Glendale, California.

PASSENGER SAFETY – SECOND GRADE

LESSON THREE

"PROPER MANNERS FOR BUS RIDERS"

OBJECTIVE THREE

Given examples of proper and improper manners for school bus riders, the student will identify the proper manners.

KEY POINTS

While riding the school bus, students should:

1. Keep noise to a minimum so as not to distract or disturb the bus driver.
2. Remain seated. Roughhousing or fighting on the bus is not allowed.
3. Keep hands away from windows. Open or close windows only with the bus driver's permission.
4. Help keep the bus clean. Keep objects, including feet, out of the aisles, and do not throw objects. Books can be placed on your lap or under the seat.
5. Report anything damaged to the bus driver as you leave the bus. (Seat loose, marked, or cut, broken window, etc.)

MATERIALS NEEDED

The pictures that accompany this lesson or transparencies you made of them, plus any pictures you may have. (Activity 1)

Enough copies of the "Rules for School Bus Safety" for each student to discuss and take home. (Activity 3)

Cardboard or tagboard, masking tape, and paint for building a classroom school bus. Directions with Lesson 2. (Activity 4)

Enough copies of the assessment exercise for each student.

Additional Resource Material

Song, "The Bus" in *Singing On Our Way* and *The Magic of Music, Book 2*, Ginn and Company. Additional lyrics attached to lesson.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss bus passenger safety rules while showing the pictures (or transparencies).

   a. Show the students the picture of the two students fighting on the bus. Ask students what they think might happen if fighting were allowed on the bus. What could happen to the bus driver? (distracted, accident, etc.) What could happen to the students? (fall, get hurt, etc.) What else could happen? (Students identify other hazards of fighting in the bus.)

   b. Show the picture "Proper Seating on the Bus" and ask the questions on the back, stressing the Key Points.

2. Teach students the poem and finger game "Riding."

Riding

FIVE LITTLE CHILDREN SITTING ON A BUS,
(Raise left hand with fingers curled in a fist.)

THE FIRST CHILD SAID, "STAYING SEATED IS A MUST."
(Raise the little finger on the left hand.)

THE SECOND CHILD SAID, "UNDER YOUR SEAT BUNDLES GO."
(Raise the next finger.)

THE THIRD CHILD SAID, "HANDS ARE KEPT INSIDE THE WINDOW."
(Raise the next finger.)

THE FOURTH CHILD SAID, "ON THE BUS DON'T YELL OR SHOUT."
(Raise the next finger.)

THE FIFTH CHILD SAID, "DON'T THROW THINGS ALL ABOUT."
(Raise the thumb.)

THEN THEY WENT RIDING ON THEIR BUS ROUTE.
(Move hand in a circular motion.)

3. Provide each child with a copy of the "Rules for School Bus Safety" to take home, discuss with, and give to his parents. You may want to make a transparency for use in class discussion. Discuss each rule not already discussed in class.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Build a classroom school bus. Directions are attached to Lesson 2. Have students describe and demonstrate proper bus riding manners in small groups, or set chairs in double rows with an aisle between. Students can act out both proper and improper bus riding behavior. Discuss after.

5. Have students make up slogans about proper bus riding behavior, then draw a picture to go with their slogan. These may be displayed in the classroom or taken home to show parents. Examples:

"The seat is built to sit on
Feet are for the floor."

"Be sure to take your seat
So a bump won't knock you off your feet."

"A bus that's full of noise and shouts
Can make the driver not look out."

6. Have children make up school bus riddles about the school bus. This may be done individually or in groups. Then the class answers the riddles. Examples:

I go round and round.
I am moved by a driver's hands.
I can make the school bus change directions.
What am I? (Steering wheel)

I am flat.
Children sit on me when they ride to school.
I am soft and padded.
What am I? (Bus seat)

I sit in the front of the bus.
I decide where the bus will go.
I let people get in and get out.
Who am I? (Bus Driver)

7. Teach students one or both of these songs:

Safety First
Tune: "Little Brown Jug"

Riding on the bus to school
Don't act like a silly fool.
As you travel mile by mile
Keep feet and hands out of the aisle.

Books and pencils, lunches, treats –
They belong beneath the seats.
Don't be noisy, don't be rough –
To drive with these things makes it tough.

The More We Think of Safety
Tune: "Have You Ever Seen a Lassie" or "The More We Get Together"

The more we think of safety,
Of safety, of safety,
The more we think of safety,
The happier we'll be.
Sit quietly, nothing in the aisles,
Ride safely, windows left as is,
The more we think of safety,
The happier we'll be.

(This is verse two. Verse one is in Lesson 2.)

8. Have groups construct situations like the following. These are witten on cards. One child will read the situation, pausing while another child acts out or describes proper behavior. The child reading the situation then reads the correct ways of handling each situation while the other student acts this out.

   Sample Situations:

   a. You are riding the school bus and you notice a damaged seat and a broken window. *Response:* (other student describes or acts out correct behavior.) Tell the driver about anything damaged as you leave the bus. Don't leave your seat to do it.

   b. The bus is about to enter a railroad crossing. Your friend is talking loudly to you. *Response:* You motion to your friend to close his lips. There is no loud talking allowed near a railroad crossing. Trains can't stop in time, so the driver must be able to see and hear all the way down the track.

   c. It is getting hot on the bus. The windows are closed. *Response:* We need permission to open the windows. We do not disturb the driver when he is busy driving. Do not lean against the windows. Windows are often built to pop out under pressure in case of accidents.

   d. You see a banana peel and a candy wrapper by the side of your seat on the floor. *Response:* We pick up any objects that are on the floor where people can slip or trip over them.

SUMMARY

1. Keep noise down.
2. Remain seated—no fighting or playing.
3. Open or close windows only with the bus driver's permission.
4. Help keep the bus clean.
5. Report damage to the driver when you leave the bus.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and instruct them to draw a circle around the pictures of proper manners for bus riders. (Only the boy with package and the boy bothering the bus driver should *not* be circled. The boy entering the bus is using the handrail.) Collect the exercises and complete the assessment checklist so that you can identify and give aid to those students who need further instruction.

SCHOOL
SCHOOL

PROPER SEATING

ON THE BUS

PROPER SEATING ON THE BUS

1. Are the children in the picture behaving in the right way while riding on the bus? (Yes, except for the girl standing. There is an empty seat for her.)

2. What safety rules are they following while the bus is in motion? (Key Points)

3. How should you sit in the seat? Why is it important to sit properly in the seat and face forward?

4. What might happen if you were not seated properly and the bus came to a sudden stop?

5. What might happen if you knelt on a seat facing backwards?

6. Where should you keep your belongings while riding on the bus?

7. Why is it important to keep the aisle of the bus clear? Why is it important to keep the bus clean?

8. What might happen if you let your feet stick out in the aisle?

9. Why is it safer to keep your hands free of objects while you are riding?

10. Why is it safer to get permission before opening or closing windows? (They are often built to pop out under pressure in case of accidents.)

11. What should you do if you have to stand up in the bus?

12. Why do you think it is safer to stay in your seat until the bus comes to a stop?

RULES FOR SCHOOL BUS SAFETY

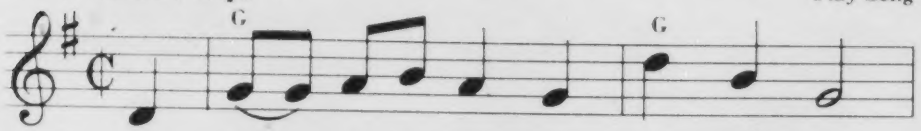
PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

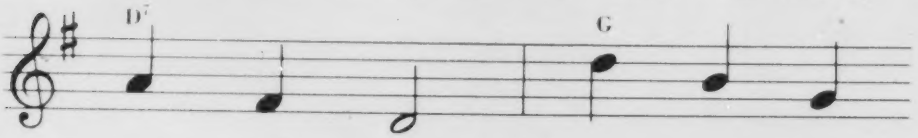
RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTIONS OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSSES.

The Bus

In moderate tempo Play Song

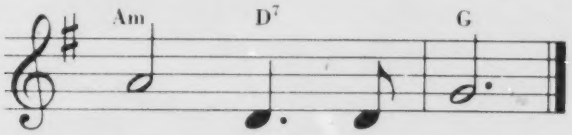


1. The peo - ple on the bus go up and down,
2. The wheels on the bus go round and round,



Up and down, up and down.
Round and round, round and round.

The peo - ple on the bus go up and down,
The wheels on the bus go round and round,



All through the town.
All through the town.

3. The horn on the bus goes too, too, too, etc.
4. The money in the box goes ding, ding, ding, etc.
5. The wiper on the glass goes swish, swish, swish, etc.

From *Singing On Our Way* of OUR SINGING WORLD series, Copyright, 1959, 1957, 1949, by Ginn and Company (Xerox Corporation). Used with permission.

THE BUS
(added lyrics)

The wheels on the bus go round and round,
round and round, round and round,
The wheels on the bus
Go round and round – all through the town.

(children's arms make circular motions)

The horn on the bus goes toot, toot, toot.
Toot, toot, toot – toot, toot, toot,
The horn on the bus goes
Toot, toot, toot – when someone forgets the rules.

(children make horn noise)

The wipers on the bus, go swish, swish, swish,
swish, swish, swish, swish, swish, swish.
The wipers on the bus
Go swish, swish, swish, every rainy day.

(children hold elbow of one arm, while it moves back and forth)

The children on the corners wait for it
– Wait for it – wait for it.
The children on the corners
Wait for it – to take them to school each day.

(stand)

They climb on the bus, one by one,
One by one, one by one.
They climb on the bus,
One by one, holding on to the hand rail.

(pretend to step up)

The driver on the bus says, "Please sit down.
Please sit down, please sit down."
The driver on the bus says
"Please sit down, until we get to school."

(driver . . . . . .)

The children on the bus sit quietly,
quietly, quietly.
The children on the bus sit quietly
Until it comes to a stop.

(children sit back in seats)

The bus is stopped before they leave their seats,
Leave their seats, leave their seats.
The bus is stopped before they leave their seats,
To get off or on.

(children pretend to pull on the brake)

The sign on the bus says, STOP–STOP–STOP,
STOP–STOP–STOP, STOP–STOP–STOP
The sign on the bus says
STOP whenever the children get off or on.

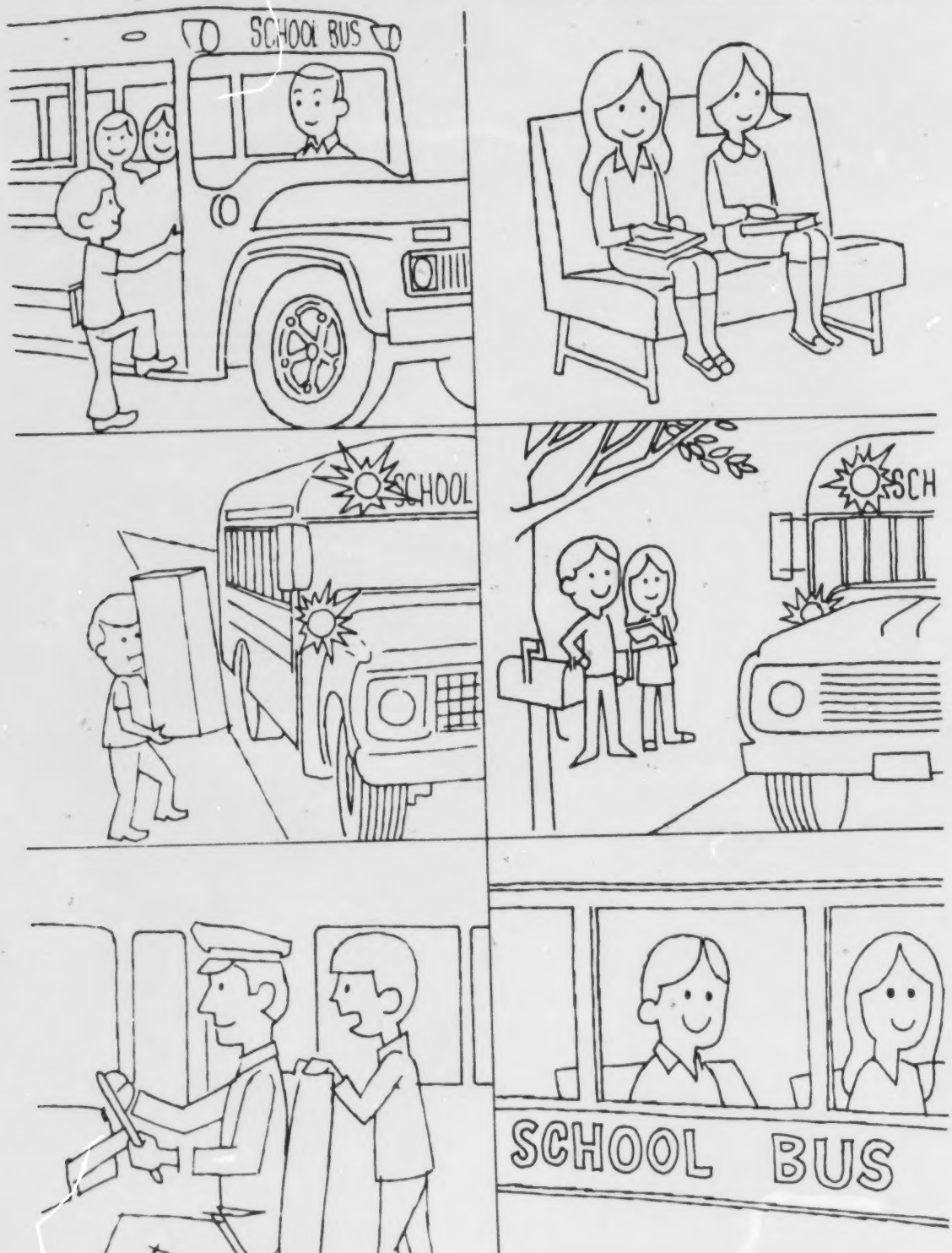
(motion "Stop" with hands)

The children get off and go to their rooms
Go to their rooms, go to their rooms
The children get off and go to their rooms
After they leave the bus.

(walking motion)

This can go on and on with other verses to teach the safety rules and procedures . . .) (The tune, "Here We Go 'Round the Mulberry Bush" may be substituted.)

ASSESSMENT NAME _____



PASSENGER SAFETY – SECOND GRADE

LESSON FOUR

"BUS EMERGENCY PROCEDURES"

OBJECTIVE FOUR

Given a simulated emergency on a school bus, the student will demonstrate the proper emergency procedures.

KEY POINTS

1. An emergency on the school bus is any time the person in charge announces that something unexpected has happened and action must be taken immediately. (Examples: Something wrong with the bus, an ill student, or ill driver.)

2. In an emergency situation, students should:

   a. Sit quietly and wait for instructions.

   b. Follow the instructions of the bus driver or the person in charge.

   c. Know where the emergency exits are. (Door, emergency door at back of bus, windows.)

   d. Let those closest to the exit go first.

   e. Leave quickly but without pushing or shoving.

   f. Once outside the bus, move quickly off the road and away from the bus.

   g. Cooperate. Don't fool around and add to the emergency.

MATERIALS NEEDED

The pictures accompanying this lesson or transparencies you have made from them. (Activity 1)

Tagboard or cardboard, masking tape, and paint for building a classroom school bus. Directions, Lesson 2. (Activity 3)

Contact your School District Transportation Department for a school bus and driver to visit. Preplan this for after the Bus Passenger Lessons (1 through 4) have been taught. The visit can be coordinated with other classrooms. (Activity 4)

Make enough copies of the "Good Behaviors" worksheet for every student. (Activity 5)

The song attached to this lesson. (Activity 6)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss with the class what an emergency is.

   a. What is an emergency? (When something unexpected happens and action must be taken immediately.)

   b. Show the picture or transparency of "BUS EMERGENCY." Ask questions on the back of the picture.

   c. Show the picture "EMERGENCY EXITS" (bus safety drill picture). Ask the questions on the back of the picture,kkeeping the Key Points in mind.

2. Teach students this Safety poem:

   In case of emergency you must do
   Exactly what is expected of you.

   Your life and others will depend
   On how well you act as a friend.

   Never shout, push, or run.
   Help is always sure to come.

   The emergency exits please locate,
   Obey directions, be careful, and wait.

3. Using your classroom bus (Directions, Lesson 2), or the simulated bus shown in the assessment exercise, have students demonstrate how to act in case of a bus emergency, exiting from the emergency door. You may want to read the emergency procedures (in KEY POINTS) as several students act them out. Then have groups of students make up and act out their own "emergency situations." Be sure somebody plays the part of the bus driver to teach the importance of listening to and following his directions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have a school bus and driver visit the school. Preplan the visit for after Passenger Safety Lessons 1-4 have been taught. Two or three weeks prior to the time the bus and driver are needed, contact your local District Transportation Department. Be specific as to the topics to be covered, day of week, time of day, amount of time available, etc.

   The bus driver can watch as the students demonstrate proper bus boarding, riding, and exiting procedures using the real bus. He should call attention to the correct practices he sees and any unsafe practices emphasizing how these promote or endanger passenger safety. Then the driver can walk students through the emergency procedures, giving directions, etc.

   Before or after the demonstration, have the bus driver explain those things he considers important and answer any questions students have. The children should prepare questions before the visit.

5. Give each student a copy of the "Good Behavior" worksheet. Instruct the students to write the safe behaviors under the smiling face and the unsafe behavior under the frowning face. When students have finished, go through their answers, having students substitute a safe behavior for each unsafe one.

6. Teach students the song, "The Wheels of the Bus." Verses may be added.

   Children may develop actions for the song "The Wheels of the Bus" in two different ways—they may wish to sit in their seats and do motions as follows:

   The wheels of the bus go 'round and 'round
   (swing arm around in circle)
   Over the city streets
   (move hand smoothly from left to right)

   The horn on the bus goes toot, toot, toot
   (cup hands around mouth)
   At all the buses it meets
   (move hand as at end of verse one)

   The people on the bus go up and down
   (bounce up and down in seat with music)

   Another day, children may dramatize the song in the following manner. For each bus, have eight children stand in two lines. Choose another child to stand at the front of the left-hand line to be the bus driver. On verse one, the children step around the room. Make sure that everyone in the bus steps with the music. During verse two, as the bus continues to travel, the driver may pretend to toot the horn. During verse three, children may stand still and bounce up and down as the words suggest.

7. If you have had the bus and driver visit, have the children write short "thank you" notes to the bus driver. They may make illustrations of what they learned. These are sent to the bus driver.

SUMMARY

Take several students through the correct emergency procedures:

a. Sit quietly and wait for instructions.

b. Follow the instructions of the person in charge.

c. Locate the emergency exits.

d. Let those closest to the exit go first.

e. Leave quickly and orderly.

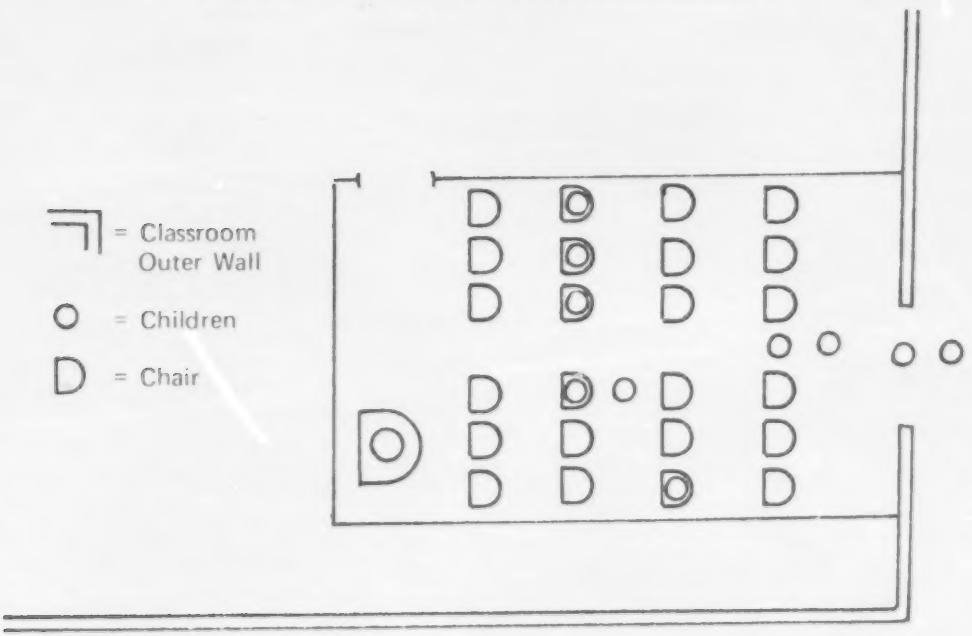
f. Move quickly away from the bus.

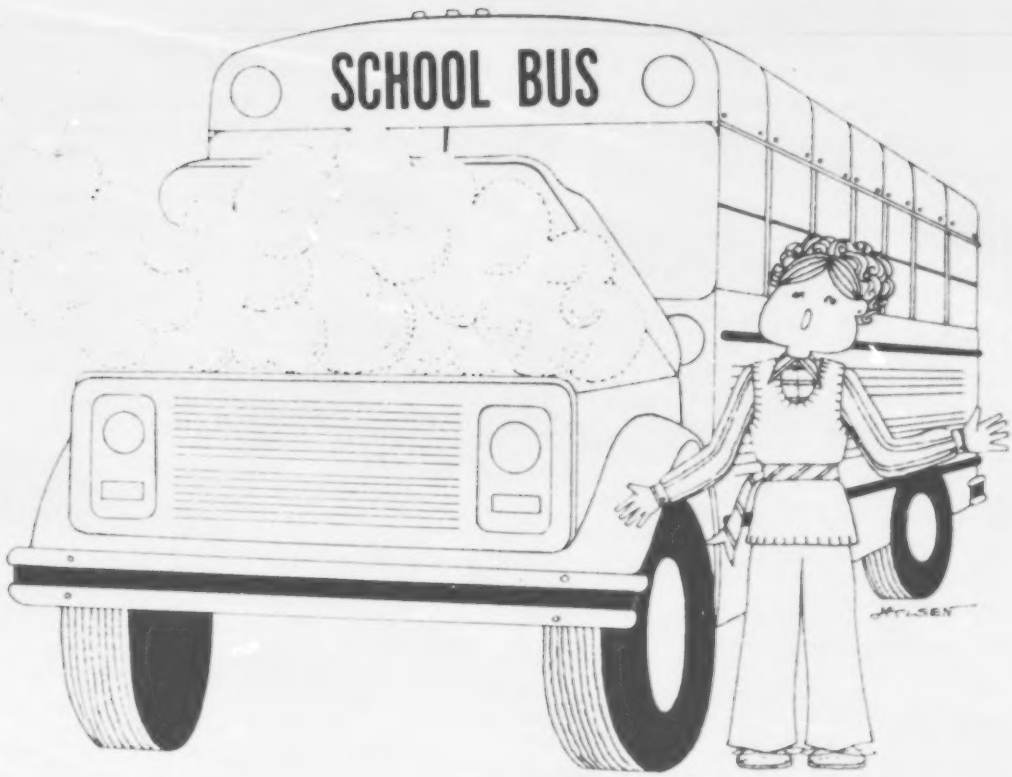
g. Stand quietly. Don't fool around.

ASSESSMENT PROCEDURES (OPTIONAL)

Set up a simulated bus in the classroom. Place chairs in double rows leaving an aisle for students to walk down. If you have an outside door in your classroom, you can use this as the emergency door of the bus. Explain to the students that there has been an accident and that you want them to exit the bus by the emergency door, following correct safety rules. Complete the assessment checklist and give help where needed.

SUGGESTED SETTING FOR EMERGENCY EXIT





BUS EMERGENCY

BUS EMERGENCY

1. What has happened to the bus in the picture?

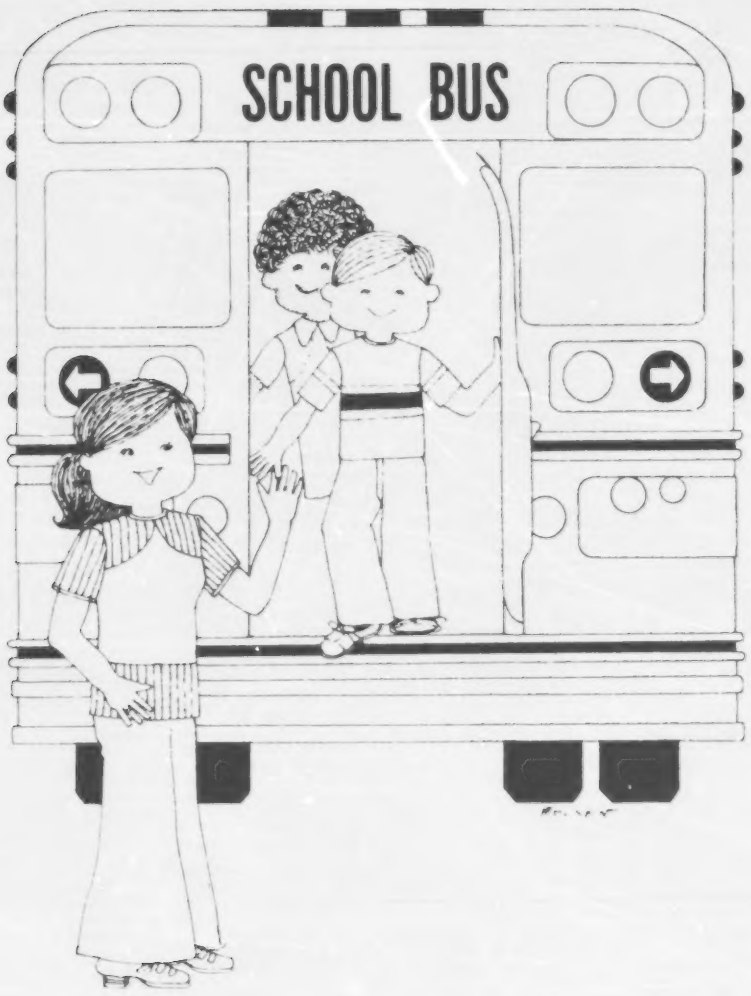
2. What other emergencies might occur on a school bus?

3. How should you act during an emergency like this one? What is the first thing you should do? (Sit Quietly and wait for instructions.)

4. Why should you be very quiet and listen carefully to the bus driver?

5. What safety rules should you remember during this time? (Let those closest to the exit off first, stay seated, don't push, etc.)

6. If the bus door cannot be opened, what other emergency exits can be used? (Emergency door, windows)


SCHOOL BUS

EMERGENCY EXITS

1. Where is the emergency door located on the school bus?

2. When and why is the emergency door used?

3. Who operates the door?

4. Why do you have to be very careful when leaving the bus through the emergency door?

5. How could your exit be made safer?

6. Why should older children be seated near the emergency door?

7. Who should leave the bus first when using the emergency door?

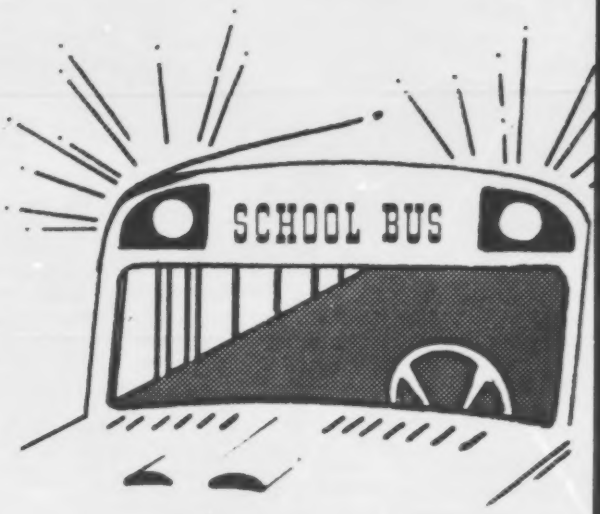
8. How should you act during an emergency situation? (Key Points)

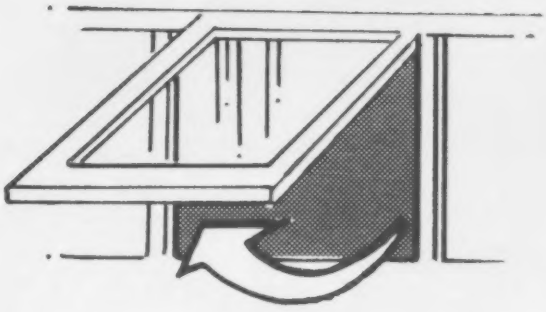
9. Where should you stand after leaving the bus?

10. Why is where you stand after leaving the bus important? (You don't want to get in the way and add to the confusion, get hit by a car, etc.)

11. Why is it important to not fool around or push while leaving the bus and while standing away from the bus?

SCHOOL BUS


SCHOOL BUS



GOOD BEHAVIOR

Below is a list of passenger behaviors. Write the safe behaviors under the smiling face. Write the unsafe behaviors under the frowning face.

1. SITS QUIETLY UNTIL THE BUS STOPS.
2. LOVES TO JUMP IN THE BUS.
3. KNOWS WHERE THE EMERGENCY EXITS ARE.
4. LISTENS CAREFULLY TO THE BUS DRIVER.
5. PUSHES AND SHOVES OTHERS.
6. PLAYS BY THE BUS AFTER LEAVING.

1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____

1. _____
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2. _____
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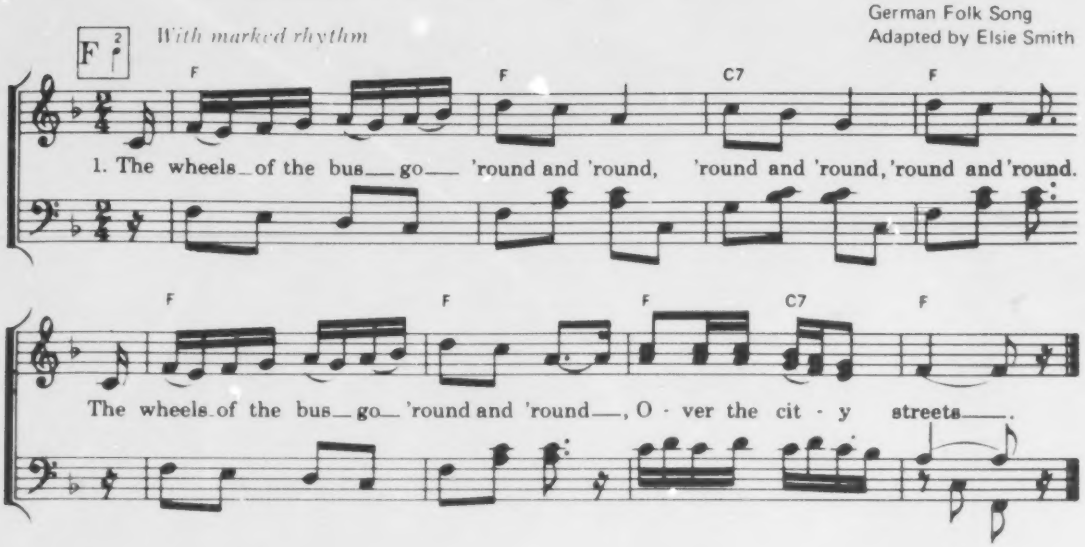
The Wheels of the Bus

German Folk Song
Adapted by Elsie Smith



The horn on the bus goes toot, toot, toot,
Toot, toot, toot, toot, toot, toot.
The horn on the bus goes toot, toot, toot,
At all the buses it meets.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
While bouncing on their seats.

Alternate Lyrics

SCHOOL BUS SONG

The children are waiting for the bus, for the bus, for the bus.
They stay in line and never fuss, waiting for the bus.

They get on the bus in single file, single file, single file.
They greet the driver with a smile, walking single file.

They wait by the bus till the driver says go, driver says go, driver says go.
They walk in front of the bus you know, when the driver says go.

Melody, words, adaptation, and finger plays from FINGER PLAY by Mary Miller and Paula Zajan
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PASSENGER SAFETY -- SECOND GRADE

LESSON FIVE

"HOW TO USE SEAT BELTS"

OBJECTIVE FIVE

Given a classroom seat belt or a situation involving simulated use of a seat belt, the student will demonstrate the proper method of using seat belts.

KEY POINTS

1. Seat belts make riding in a car safer because:

   a. They hold the passenger in his seat if the door should open.

   b. They hold the passenger in his seat if the car starts or stops suddenly.

   c. They hold the passenger in his seat so he won't hit his head or face on the parts of the car or other people if the car is in a crash.

2A. The correct procedure for putting on a seat belt is:

   a. Sit up straight and against the back of the seat.

   b. To lengthen the belt, if needed, hold the buckle at a right angle to the belt and pull the buckle.

   c. Snap the metal insert into the buckle.

   d. Pull the end of the seat belt until the belt fits snugly.

   e. If should harness is available, and the child is over 55" tall, it should be used with the seat belt. (NEVER use shoulder harness without seat belts.)

2B. Release the catch by pushing on the button or by lifting the end of the buckle.

MATERIALS NEEDED

A toy car or other wheeled vehicle and a small doll. A narrow belt. (Activity 1)

Contact a local auto parts company to obtain a seat belt from a wrecked automobile for demonstration purposes. If possible, obtain the buckle, clasp, and webbing from a later model auto. This may be available from your school Media Center. (If not, keep the seat belt you have obtained in the learning center for use by other classes.) (Activity 2 and Assessment)

Make a transparency or dittos of the different belt buckles. (Activity 2)

Make enough copies of the letter to parents and the information sheet on use of seat belts for each student to take home. (Activity 3)

The song lyrics attached to this lesson. (Activity 4)

Adding machine tape or three-inch strips of paper or ribbon. For safety slogans in the shape of seat belts. (Activity 6)

A cassette or tape recorder, optional. (Activity 7)

SUGGESTED ACTIVITIES

Use of all activities in NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Have a student bring his toy car to school. Place a very small doll or a modeling clay figure inside or on top of the car. (If a toy car is not available, you may substitute another vehicle with wheels—a wagon, trike, etc., placing a doll in or on the vehicle.)

   Have the student manipulate the vehicle to demonstrate these safety ideas:

   a. A passenger is pulled toward the side of the car when it turns a corner. (Turn a sharp corner and watch the doll move.)

   b. A passenger is thrown forward when a moving vehicle stops suddenly, and will keep on going forward. (Stop vehicle quickly, and note doll's movement.)

   c. A passenger is pulled back into his seat if the car starts suddenly; a small child may be thrown back feet first. (Move vehicle forward quickly and watch doll.)

   d. Objects can fly about if the car makes a sudden stop. (Stop vehicle quickly.)

   Repeat the demonstration tying the doll in or on the vehicle with a belt.

   Discuss these ideas, relating them to riding in a car with seat belts. Then ask students how wearing seat belts can make riding in a car safer.

2. Show students the picture (or transparency) "Fastening Seat Belts" and ask several students to act out and describe how they would buckle up each of the buckles shown.

Show the picture of three seat belt placements. Discuss the results to each child if the car stopped suddenly.

Child on left—hurt stomach or chest, belt too high.
Middle child—held in place, correct placement.
Child on right—thrown forward, belt too low and loose.

Take the seat belt you have obtained from a local auto parts company and fasten the ends together beneath a chair. Have students practice correct securing procedures:

a. Sit up straight against back of the seat.

b. To lengthen the belt, hold the buckle at a right angle to the belt and pull the buckle.

c. Snap the metal insert into the buckle.

d. Pull the end of the belt until the belt fits snugly.

Release by pushing on the button or by lifting the end of the buckle.

The first time in a different car a person should ALWAYS fasten and unfasten his seat belt once before the car moves. Discuss why this is a good idea.

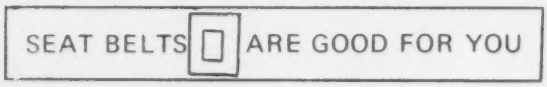
3. Take-home. Have students take home the information sheet "Proper Use of Seat Belts" and the letter to parents asking them to help students practice getting into the car and buckling up. (Students return the lower portion of letter.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Teach students the song "A Safety Tip," and/or "Wear Your Seat Belts." (Lyrics attached to lesson.)

5. Suggest to students that they find out what kind of seat belt is in the family car or in any other car in which they ride, and how it is fastened and unfastened.

6. Give students strips of paper (adding machine paper or contact paper) or ribbon. Have them make up safety slogans, and draw a buckle and their slogan on the paper which is their "Seat Belt."



7. Have the students make up a story about going for a ride in a car and a sudden stop with seat belts. The first child may tell about getting into the car and buckling up and who is driving. Children add details of what they see and any stops they make. Encourage students to give details on buckling their seat belts and how seat belts help protect the passengers. Record the story on tape for added interest.

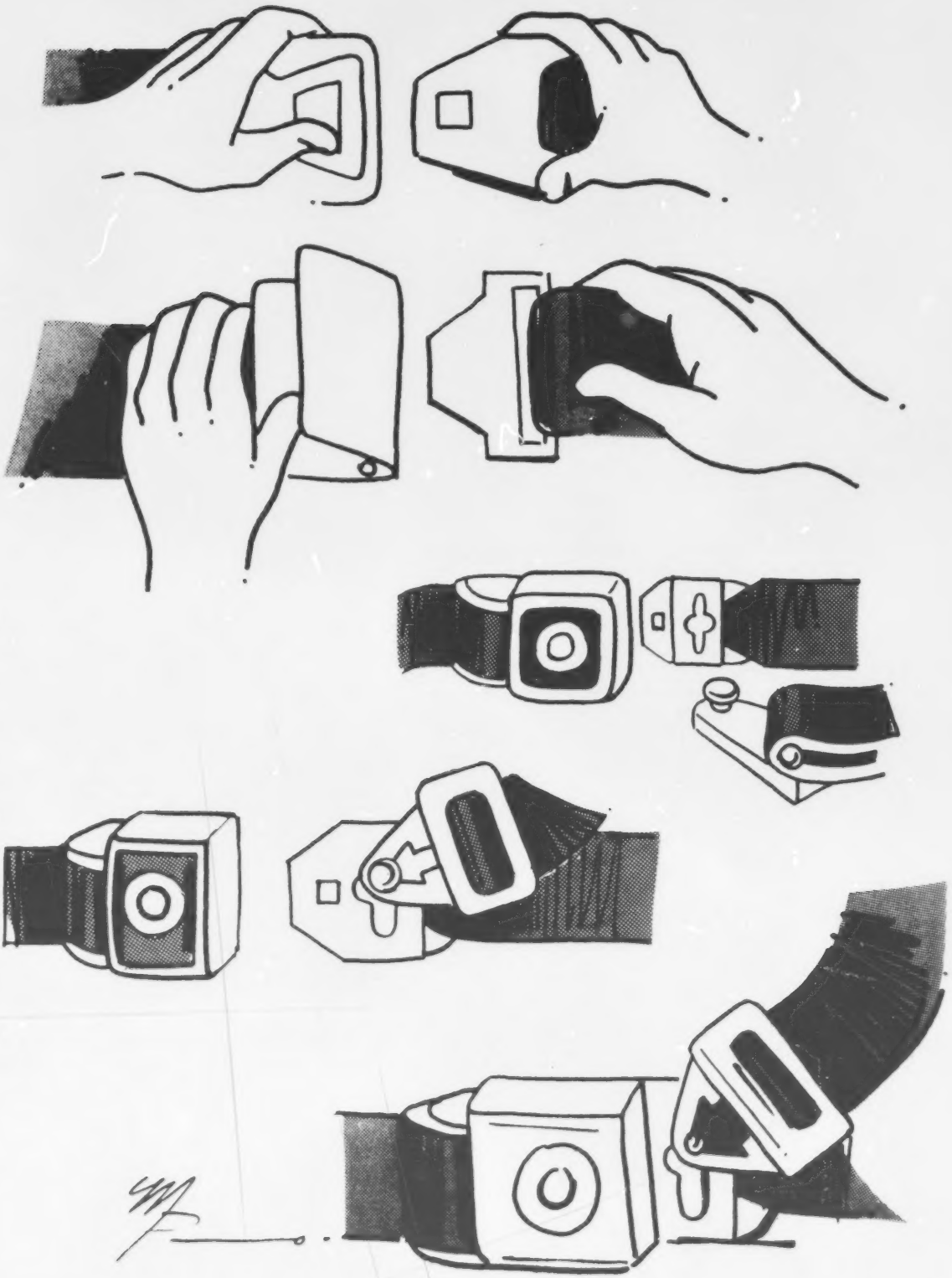
SUMMARY

Review the reasons for wearing seat belts and correct procedure in fastening seat belts. (in Key Points)

ASSESSMENT PROCEDURE (OPTIONAL)

Have each student demonstrate with the seat belt you have obtained how he gets into the seat and buckles up, following correct procedure. If you do not have a classroom seat belt, have the students sit in their chairs and simulate correct use of seat belts. (The teacher may want to take students to his or her car and have them practice getting in, buckling up, and unbuckling. It would be best to do this after Lesson 6 has been taught.) Complete the assessment checklist and give help where needed.

FASTENING SEAT BELTS



Dear Parents:

Your child has been learning about passenger safety practices, including the use of the seat belt. We would appreciate your help in practicing the use of seat belts with your youngster.

We have enclosed an information sheet showing some of the standard seat belts and how to adjust them.

Please help your child practice using the seat belt in your car. The whole family can take part in this safety demonstration.

Please sign and send the lower portion of this letter to school with your child.

Teacher _____

Date _____

I have had _____ practice using the seat belt.
(Name)

_____
Signature

PROPER USE OF SEAT BELTS AND SHOULDER STRAP

INFORMATION SHEET FOR PARENTS

1. **To Fasten Seat Belts:**

   Insert the metal eye into the open end of the buckle until you hear a click. If necessary, adjust the belt so it fits snugly, yet comfortably.

2. **Separate Shoulder Strap:**

   In the system shown in No. 2.A: Insert the pin of the shoulder strap into the slot of the seat belt connector (B) and pull up until pin engages (C). Fasten and adjust the seat belt as in No. 1.

   A shoulder strap should not be tight or twisted. A clenched fist between the strap and your chest with the thumb against your chest indicates sufficient slack.

   NOTE: In some older cars, the shoulder harness has a separate buckle. The shoulder harness should never be worn without the seat belt being used.

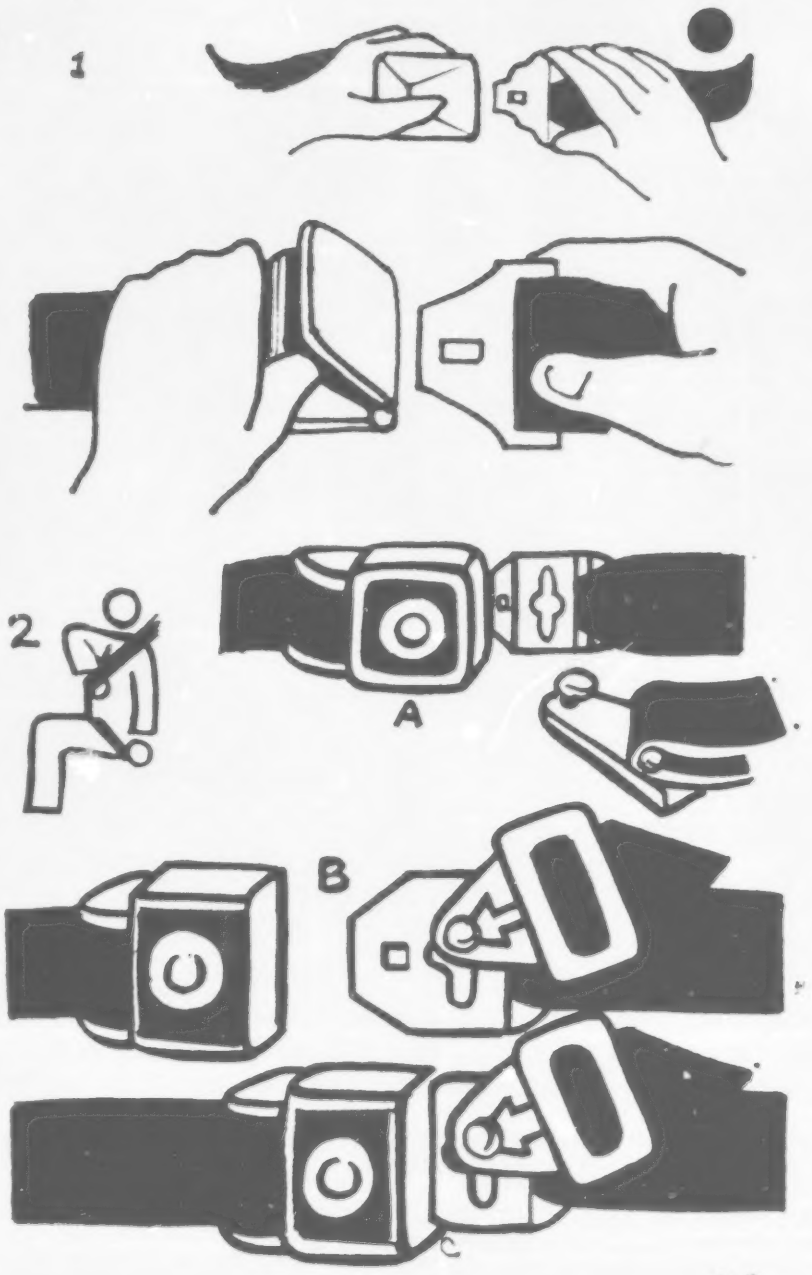
3. **A Combination Seat Belt/Harness** (not shown) is fastened as in No. 1.

TO RELEASE:

Push-button type: Push in the push button located in the center of the buckle.

Lift buckle type: Raise the lever and pull the eye end away from the buckle.

NOTE: Standard safety belts are not suitable for children under four years old, or weighing less than 40 pounds; shoulder straps are not recommended for children less than 55 inches tall. However, if seat belt and shoulder harness is one unit, it should be used.



A SAFETY TIP

(To be sung to the tune of "Old MacDonald Had a Farm")

Seat belt wearing's not for jokes
Here's a safety tip
For yourself and for your folks
(I) wear *(s)* it every trip

(Mom)

(Dad)

(Sis)

(Brother)

With a click click here
And a click click there
Here a click
There a click
Everywhere a click click

Seat belt wearing's not for jokes
Here's a safety tip.

Everybody's wearing belts
Now we're on our way.
Every time we go away
(I'm) first to click *(my)* belt

(Mother's) *(her)*

(Dad's) *(his)*

(Sis's) *(her)*

(Brother's) *(his)*

With a click click here
And a click click there
Here a click
There a click
Everywhere a click click

Everybody's wearing belts
Now we're on our way.

WEAR YOUR SEAT BELTS

(Tune: Frere Jacques)

(To be sung straight or as a round)

Wear your seat belt
Wear your seat belt
Every trip
In your car.
You'll be safer with it
You'll be safer with it
So will Mom, so will Dad.

I wear my seat belt
I wear my seat belt
Every trip
In my car.
I am safer with it
I am safer with it
So is Mom, so is Dad.

(lines to be sung alternately by two groups)

Group I: Wear your seat belt

Group II: I wear my seat belt

Group I: Every trip

Group II: In my car

Group I: You'll be safer with it

Group II: I'll be safer with it

Group I: Your family too

Group II: My family too.

PASSENGER SAFETY – SECOND GRADE

LESSON SIX

"AUTO PASSENGER"

OBJECTIVE SIX

Given the description of a situation involving waiting in or riding in a car, the student will describe or demonstrate the proper passenger actions.

KEY POINTS

1. Students should become aware of, and follow, these safety practices when going for a ride in a car:

   a. Enter from the curb side* of the car.

   b. Lock doors.**

   c. Place all objects in the trunk or on the seat or floor.***

   d. Fasten and adjust your seat belt.

   e. Keep hands, head, and all objects inside the car.

   f. Sit quietly. Avoid fighting or making noise.

   g. Leave the car at the curb side.*

   *Curb side: The side of the car next to the sidewalk.

   **Door locks are designed to strengthen the door latch when in a locked position. (In a crash, the door is more likely to stay closed, especially in a rollover-type accident.) A locked door prevents inadvertent opening of the door.

   ***Articles put in the back top deck become flying missiles in a collision or sudden stop.

2. When children are in a car which is not being driven, they must:

   a. Leave along any car controls or switches. (DO NOT touch the steering wheel, gear shift, horn, ignition, cigarette lighter, etc.)

b. Find something quiet to do. (Games, like counting the number of green cars, people wearing boots, etc.)

MATERIALS NEEDED

Pictures accompanying this lesson or transparencies you have made of them. (Activities 1 and 2)

Enough copies of "A Safe Ride" for each student, and colors. (Activity 4)

Construction or drawing paper, litterbags or small grocery sacks, colors, paste. (Activity 5)

Old magazines, scissors, glue, and paper for a collage. Black construction paper for belt. (Activity 6)

Enough copies of "DO Buckle Your Seat Belts!" for each student. (Activity 7)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss Safe Passenger practices while showing the pictures (or transparencies you have made). Show students the picture, or transparency, with a car parked by the curb.

   a. We should always get into a car from the curb side. Why is it safer to get in or out on the curb side?

   b. What might happen to someone getting in or out on the street side?

   c. (Picture of boy locking door) Why is it safer to lock the doors when riding in the car? (Won't be thrown out in case of collision, door won't open while the car is moving, unwanted people can't get in.)

   d. (Picture of boy and seat belt fastened) What is the first thing you should do after sitting down in the car? (fasten seat belts)

   e. Why are you safer passengers with seat belts on?

   f. What might happen if you weren't properly seated and with your seat belt tight and the car came to a sudden stop?

   g. Where should you put books, toys, or other things? (Not in the back window—they become flying objects. They should be put in the trunk, on the floor, or on the seat.)

   h. Why is it a good idea to keep your head and hands inside the car?

i. (Front view of car with driver and passenger) Who is the most important person in this car? (driver) Why?

j. What might happen if the driver concentrates on you instead of the road and other traffic?

k. (Picture of two boys fighting) Why is it dangerous to fool around, talk loudly, fight, or tease in a moving car?

l. Why is it dangerous to throw things around inside the car or out of the window of a moving car?

m. How would behavior like this affect the driver's ability to concentrate on what he's doing?

n. Why should you sit quietly and talk quietly while riding in a car?

(These questions are added on the backs of the pictures.)

2. Show the picture of the children waiting in the car:

a. What can happen if the lights are turned on when Mom and Dad are gone?

b. (Show picture of dashboard) What is the gear shift? Do we ever touch it? Why not? What could happen if we move it?

c. What is the parking brake? Why don't we touch it? What could happen if we moved it?

d. What is the horn used for? Why do cars have horns? When is the only time horns should be used? (To warn other drivers or pedestrians.)

e. What could happen if these children play with the cigarette lighter? (Again show picture of children waiting in car.)

f. What can we do while we are waiting in the car? (Read, play quiet games, etc.) Discuss possible activities.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have small groups of students make up and act out situations involving waiting in a car and/or going for a ride in a car, using both safe and unsafe practices. Discuss.

4. Give each student a copy of "A Safe Ride." Have students learn the poem and color the picture. These may be taken home.

5. Have students make up safety slogans or pictures about car passenger safety. They may color and cut these, or they may paste them on litter bags or sacks to be taken home and used in the family car.

6. Have students cut pictures from magazines and glue them to make a large collage of passengers and vehicles. This may be done as a class or several small groups. Then cut a narrow safety belt from black construction paper to paste diagonally across each collage. Use white paper for the buckle.

7. Give each student a copy of "DO Buckle Your Seat Belts!" to color and take home.

SUMMARY

Have several students talk/walk through safety practices for car passengers:

a. When going for a ride.

b. When left alone in a car.

(Review the Key Points.)

ASSESSMENT PROCEDURE (OPTIONAL)

Ask each student to describe and/or act out what he would do in one or two situations like the following:

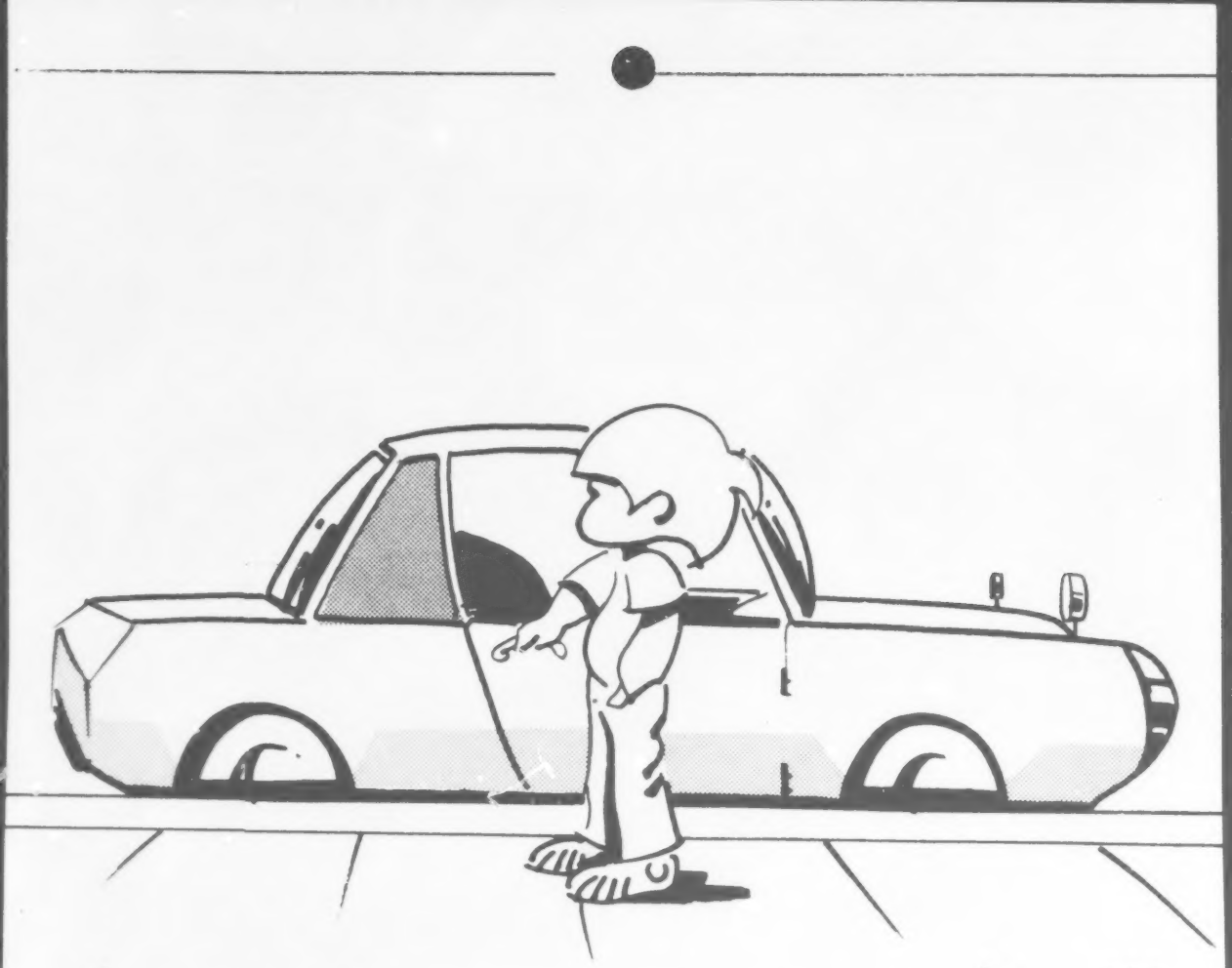
a. Your mother picks you and your friend up after school in the family car. She has to stop and buy groceries and asks you to stay in the car. What can you do to safely pass the time? What should you avoid doing?

b. A friend's Dad is driving you to a scout meeting. He is parked across the street. Describe the safest way to get in the car and what you should do before the car starts to move.

c. Your family is going for a ride. Describe what you may safely do from the time you enter the car to the time you arrive at your destination.

(Key Points)

Complete the assessment checklist and give help where needed.



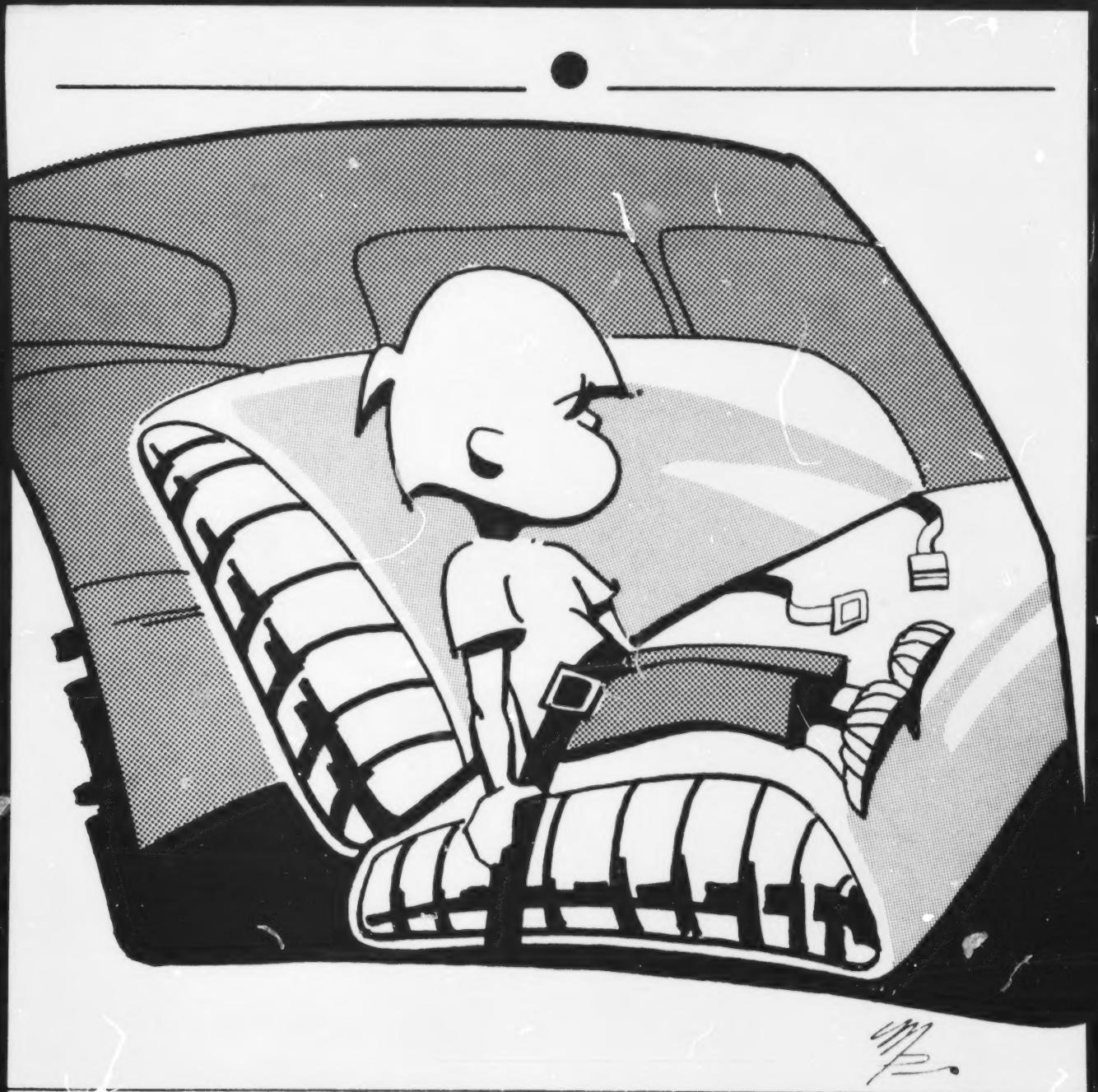
CAR PARKED BY CURB - LESSON SIX

a. We should always get into a car from the curb side. Why is it safer to get in or out on the curb side?

b. What might happen to someone getting in or out on the street side?

BOY LOCKING DOOR - LESSON SIX

c. Why is it safer to lock the doors when riding in the car? (Won't be thrown out in case of collision, door won't open while the car is moving, unwanted people can't get in.)



BOY AND FASTENED SEAT BELT - LESSON SIX

d. What is the first thing you should do after sitting down in the car? (fasten seat belts)

e. Why are you safer passengers with seat belts on?

f. What might happen if you weren't properly seated and with your seat belt tight and the car came to a sudden stop?

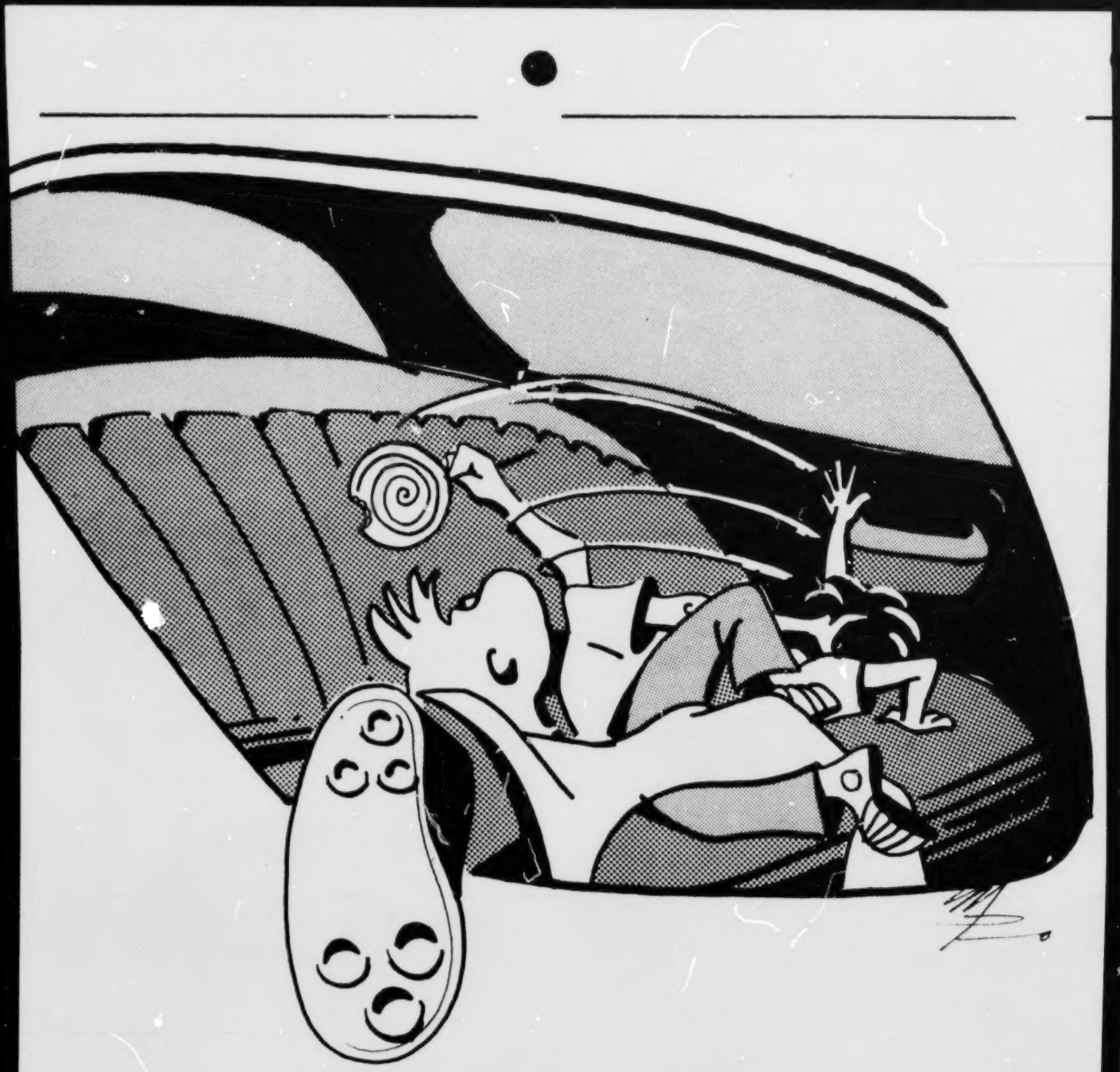
g. Where should you put books, toys, or other things? (Not in the back window - They become flying objects. They should be put in the trunk, on the floor or in the seat.)

h. Why is it a good idea to keep your head and hands inside the car?

CAR WITH DRIVER AND PASSENGER - LESSON SIX

1. Who is the most important person in this car? (Driver) Why?

j. What might happen if the driver concentrates on you instead of the road and other traffic?



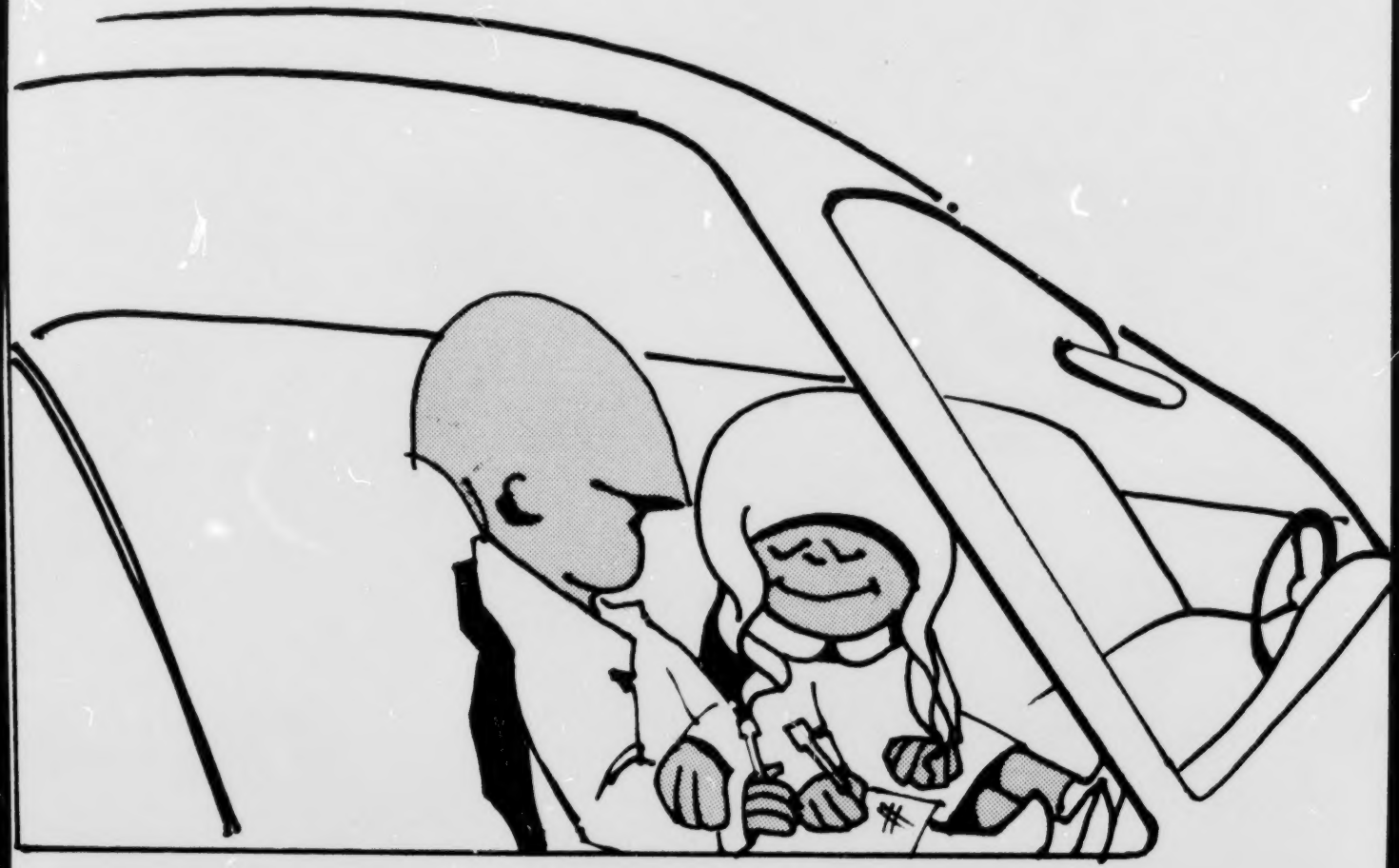
TWO BOYS FIGHTING - LESSON SIX

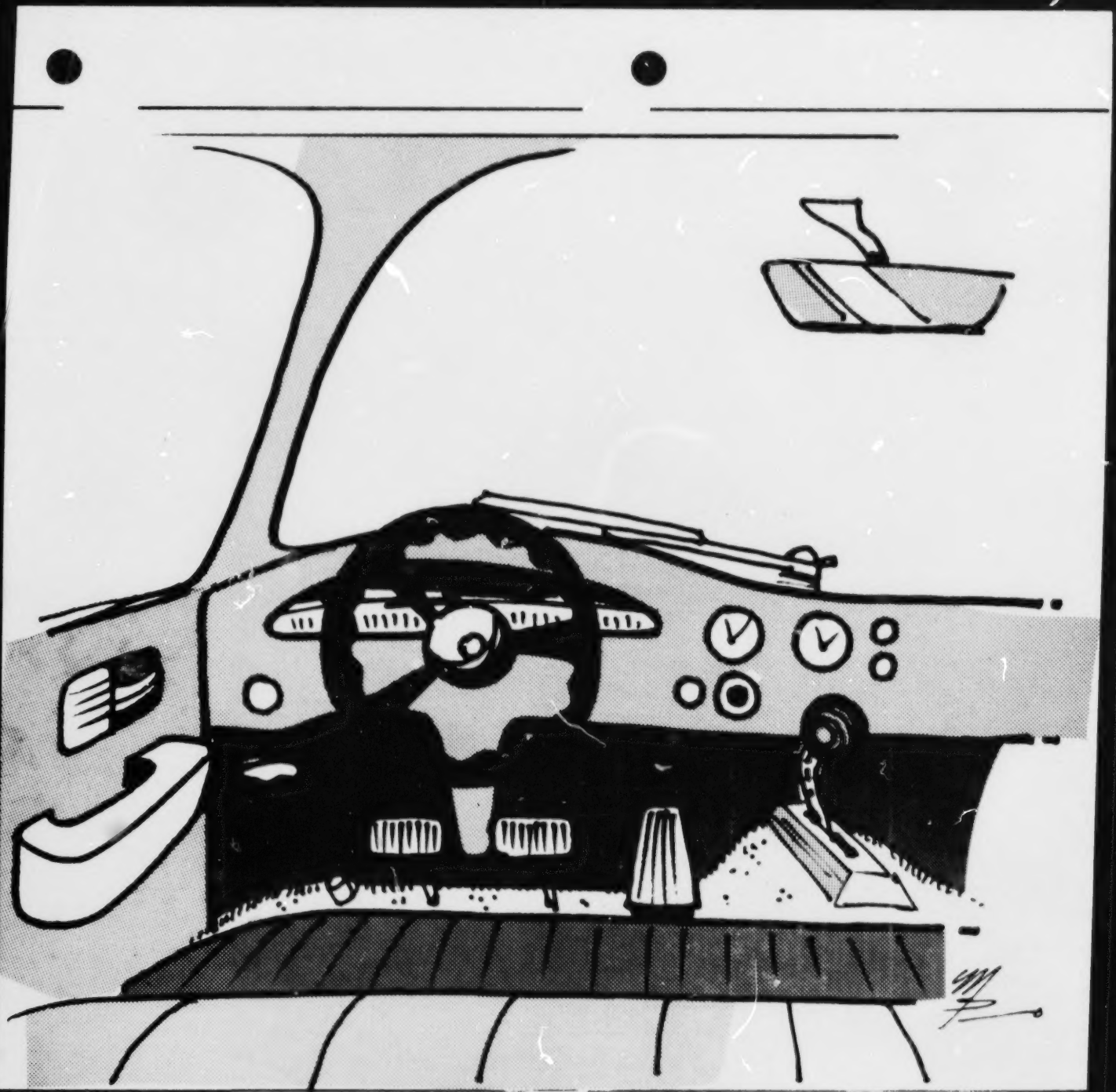
k. Why is it dangerous to fool around, talk loudly, fight, or tease in a moving car?

l. Why is it dangerous to throw things around inside the car or out of the window of a moving car?

m. How would behavior like this affect the driver's ability to concentrate on what he's doing?

n. Why should you sit quietly and talk quietly while riding in a car?





A SAFE RIDE

WHEN GOING FOR A RIDE

GET IN ON THE CURB SIDE.

LOCK DOORS TIGHT.

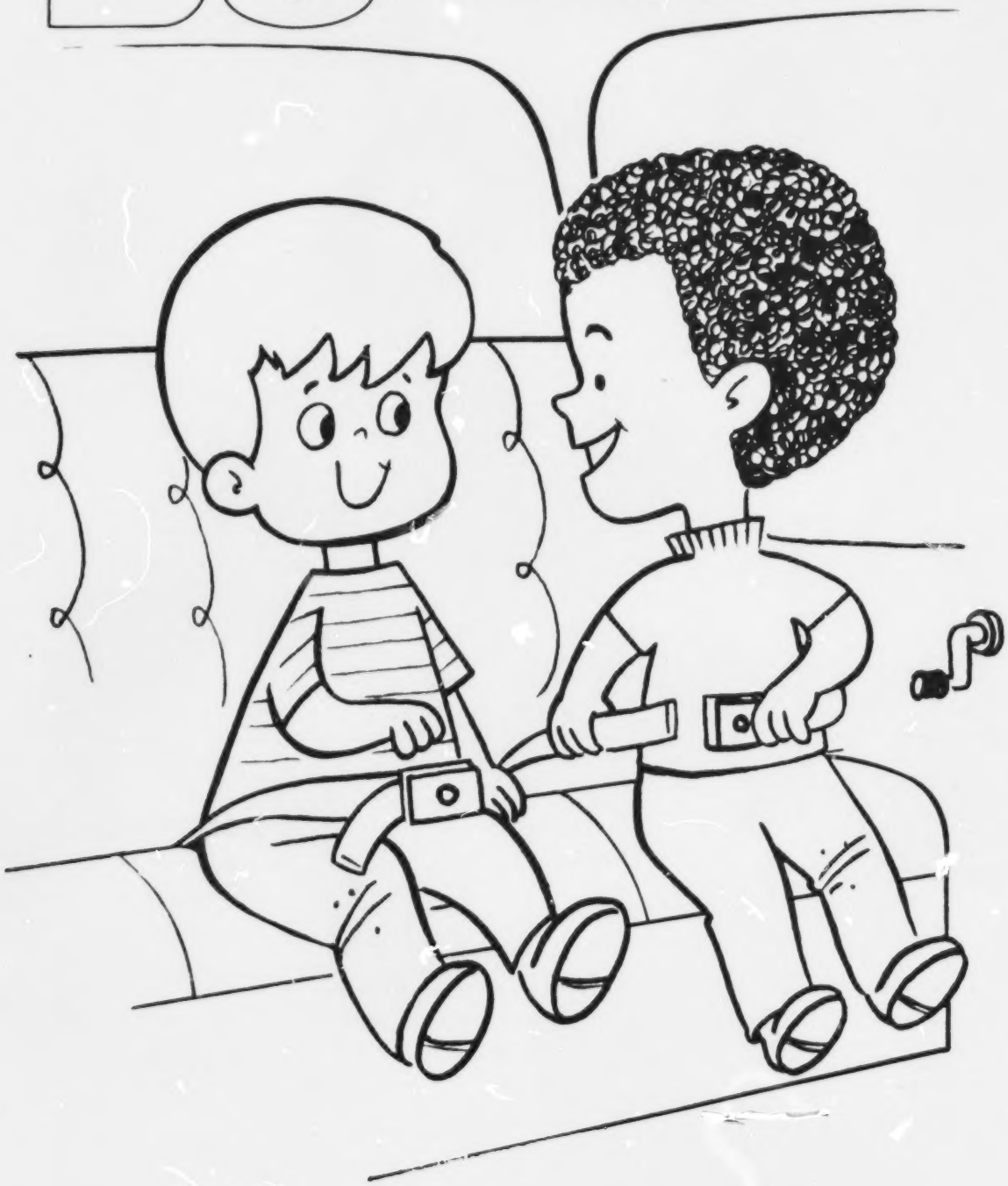
ADJUST SEAT BELTS RIGHT.

PULL THEM SNUG AND TIGHT,

SAFE FOR THE TRIP.

THESE ARE GOOD SAFETY TIPS.

DO buckle your seat belts!



PASSENGER SAFETY – SECOND GRADE

LESSON SEVEN

"PASSENGERS OF RECREATIONAL VEHICLES"

OBJECTIVE SEVEN

Given examples of proper and improper behaviors while riding inside a motor home or camper, the student will identify the correct behaviors.

KEY POINTS

1. Students can identify similarities and differences in recreational vehicles by:

   size shape use

2. Students need to understand proper passenger behavior in a camper or a motor home and that riding in a moving trailer is illegal and dangerous.

   a. Step up or down into vehicle.

   b. Close and lock the door.

   c. Decide the best place to sit.

   d. Sit down when inside and remain seated.

   e. Use quiet games when inside.

   f. After traveling, always let someone from the outside be the first to open the door.

   g. Watch your step when leaving.

MATERIALS NEEDED

Transparencies made from pictures accompanying this lesson. Information sheet attached to lesson. (Activity 1 and Summary)

The situation story attached to this lesson. (Activity 4)

Materials for constructing and/or playing games: construction paper, crayons, chalk, etc. (Activity 5)

Contact a parent or dealer to bring a camper or motor home to the school. (Activity 6)

Enough copies of the assessment exercise and writing paper for each student. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Ask students how many have ever been in a motor home, travel trailer, or camper. Show the picture or transparencies of the slide-in camper, travel trailer, and motor home. Ask students to identify each. Discuss the difference in use, size and shape, and safety factors. (The information sheet attached to this lesson may be used for reference.) Use questions like the following:

   a. How are slide-in campers and motor homes alike?

   b. How are they different?

   c. How are travel trailers different from campers? From motor homes? How are they similar?

   d. How many people can ride in a camper? A motor home? (As many as there is seating for.)

   e. Why do you think it is very dangerous and against the law to ride in a travel trailer when it is moving? (It is only attached to the car at one small place—the trailer hitch.)

   f. Is it safe to be walking or running inside a motor home while the vehicle is moving?

   g. What might happen if the driver had to stop suddenly? Turn suddenly to miss something in the road? Make a sharp turn?

   h. Would a sudden stop be different for someone walking or running inside a camper than for someone sitting?

   i. If there is room in the cab of the camper, would it be safer to ride there? Why?

   j. Where are the best places to sit inside while the motor home or camper is moving? Discuss. (Show picture of inside of motor home.)

   k. What parts inside would be most dangerous to passengers in case of a sudden turn or stop?

1. What activities could you do, or games could you play, while moving? Discuss.

2. Ask several students to demonstrate and describe the proper procedure for entering, riding in, and leaving a camper or motor home. (Key Point No. 3) Discuss the reasons for each step of the procedure.

3. Discuss with students why the following activities would be safe or unsafe while riding in a moving camper or motor home, and why.

   a. Counting the number of license plates from your own state (or other states).

   b. Playing the A B C game with signs. Students must find a word beginning with "A", then one beginning with "B", etc. The first one through the alphabet is the winner.

   c. Cutting out paper dolls with sharp, pointed scissors. (Unsafe)

   d. Coloring pictures with crayons.

   e. Playing "Hide-the-cup" (like hide-and-seek, but with a known object hidden instead). (Since this would encourage moving about, it is unsafe.) Guessing which object that can be seen in the camper and someone is thinking of could be substituted.

   f. Playing pencil games like "tic-tac-toe." (Safe with crayons or chalk and slate rather than sharp pencils.)

   What other games can you think of that would be safe games to play while riding in a camper or motor home?

   If time permits, let groups play the games mentioned.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Read the situation story "A Sudden Stop in a Camper." Use the questions to stimulate discussion.

5. Develop games that may be played in a camper or motor home and use them in the classroom. Or let children play quiet pencil and paper games like tic-tac-toe using chalk or crayons instead of pencils.

   a. With construction paper, black and white or red, make a checkerboard, 8" x 8" with squares one inch apart and alternate colors. Checkers are 3/4" in diameter and may be made by drawing around a penny. Twenty (20) of each color are needed. These are stored in an envelope.

   b. Alphabet and beginning sound games. Students using crayons or chalk write down all people and things they can see, starting with a particular letter or sound.

Example 1:

apple, Alice
button, back, board
Cathy, cat, cupboard

Example 2:

(One for each letter of the alphabet)

apple, button, cat, doll,
elephant, fork, etc.

(Q, Z and several other letters are hard to find examples for, so it is best to let players skip up to four words, writing only the letter of the words skipped.)

c. Make finger puppets from paper to play with in the vehicle. Students may draw a figure about five inches tall of themselves, an animal, or a bird. They paste this on cardboard, adding a strip of paper (approximately ½ " x 5") near the bottom, leaving enough room for two fingers to manipulate their puppet.

6. Ask the parents of one of the students (or a dealer) to bring their camper or motor home to the school parking lot for exhibition. Students can then identify the specific areas where you:

   a. walk

   b. sit

   c. eat

   d. sleep

   e. store items

   f. ride

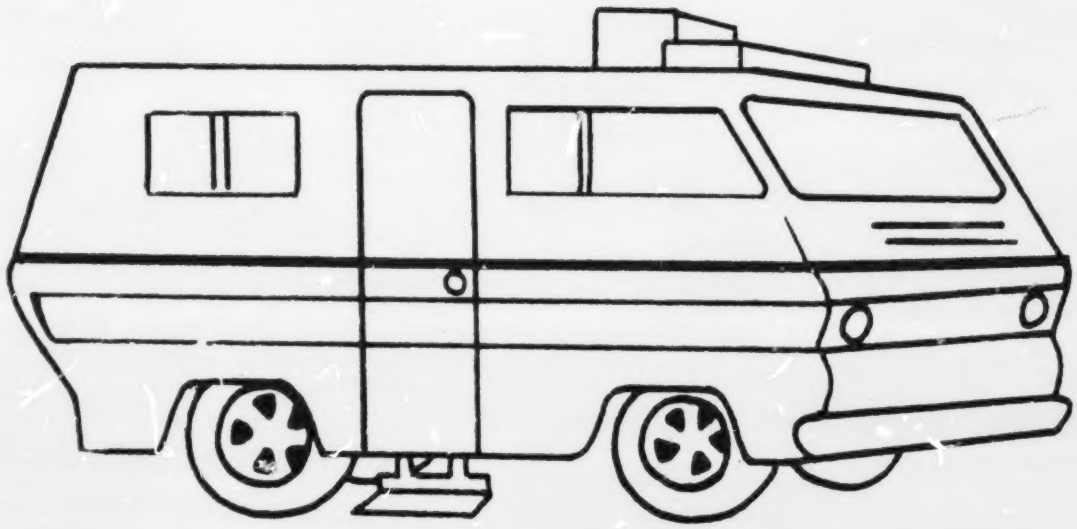
   Have students identify the areas inside that would be most dangerous to a passenger if the moving vehicle suddenly starts, stops, or turns.

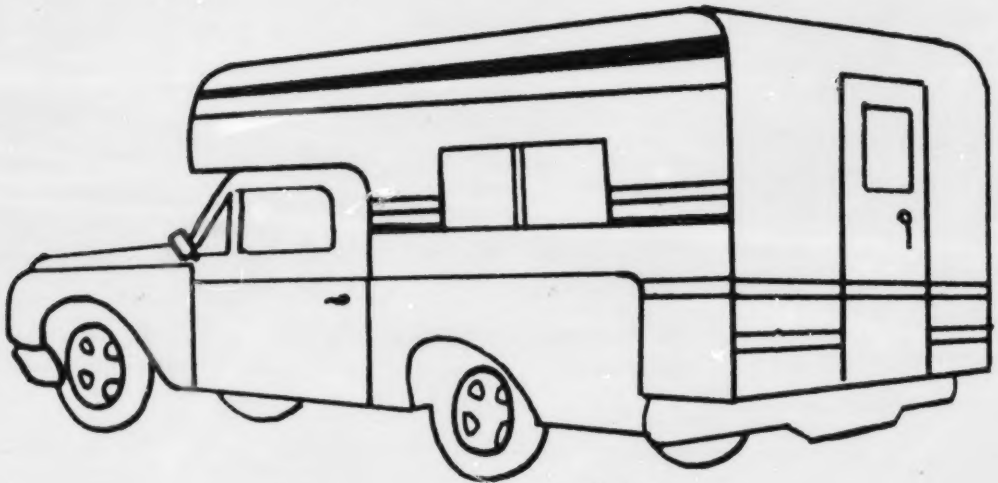
SUMMARY

Show the transparencies of the camper, motor home, and travel trailer. Ask students to identify which vehicle should not carry passengers while moving and why. Have several students walk through the proper procedure for entering, riding, and exiting a motor home or camper.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and a piece of writing paper. (If this is too difficult, the teacher may read each sentence to students first and have them circle the safe passenger behaviors, then write the sentences.) Numbers 1, 3, 4, 6, and 7 are good safety habits. Collect the exercises, complete the assessment checklist, and give help where needed.





INFORMATION SHEET

SLIDE-IN CAMPERS, MOTOR HOMES, AND TRAVEL TRAILERS

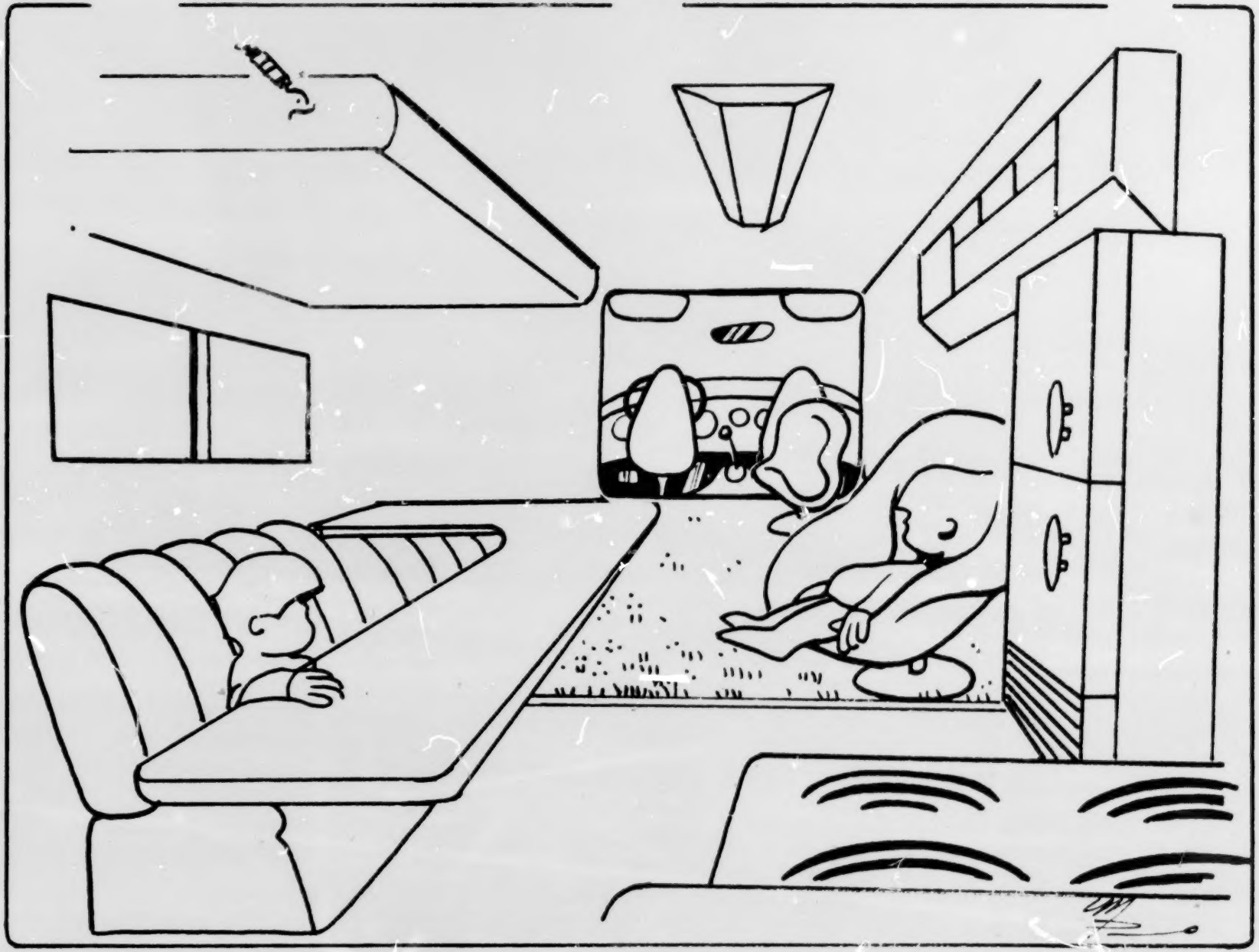
Slide-in Campers, motor homes and travel trailers are similar in recreational use. They are used to live and sleep in away from home. The recreational vehicles shown are somewhat similar in shape and size. Campers and motor homes have the driver and passenger living areas together.

Both the slide-in camper and motor home move as one unit on the highway, but the travel trailer is a completely separate living unit attached by a trailer hitch to a car or truck for towing. The slide-in camper can be unbolted and removed from the pickup truck on which it is mounted, but is used as one unit. The motor home is one complete unit with driver and passengers occupying the same area.

Entry and exit points may differ. The door on travel trailers and motor homes is usually on the right (curb) side. On slide-in campers the door is in back. Often another entry/exit point is the back window of the pickup cab where it meets with the front of the slide-in camper. After traveling in a slide-in camper it is best to let someone from the outside be the first to open the door.

No one should occupy a travel trailer while it is being moved on a public highway. A slide-in camper/motor home should carry only as many passengers as there is proper seating for. Only the seating area should be used while the vehicle is moving. The outside door should be locked and all doors and drawers properly closed. Loose objects can become flying missles and cause injuries in case of a sudden stop or sharp turn if they are not properly secured. In case of a tip-over, collision, sharp turn, or abrupt stops, all parts inside slide-in camper/motor homes are potentially dangerous, particularly any sharp edges or hard surfaces - stove, refrigerator, counter, etc. Therefore passengers should sit down quietly and remain seated while the vehicle is in motion.

Preplanning quiet activities for traveling make the trip more safe as well as more enjoyable.



A SUDDEN STOP IN A CAMPER

Dad, Mom, Candy and Billy were going camping in their slide-in camper. Candy and Billy were riding in the camper.

"Sit down back there," Mom called from the truck cab. "You have paper and crayons to use while we are moving."

Billy started to get up from the table where he and Candy were sitting and coloring. Just then the driver on their left went through a light that had just changed to red. Dad had the green light, but he quickly slammed on his brakes so they would not crash.

1. What do you think happened?
2. What do you think happened to Billy? - to Candy?
3. What would happen to any objects that were laying loose and not put away?

Dad put on the brakes quickly enough to skid the camper to a stop without crashing. Billy had just started to get up from the table so he quickly sat down and hung on. The camper door and the drawers were closed and things were all put away. The papers and crayons went flying, but they are not sharp or hard, so no one got hurt. Mom and Dad had their seat belts on so they were thrown forward against the belts and not hurt.

4. What did Candy and Billy do to make themselves as safe as possible while riding in their camper?
5. Is there anything else people can do to make themselves safer?
6. Has anything like this ever happened to you?
   Tell us about it.
   What was (or could have been) done to keep from getting hurt?

NAME_____

DIRECTIONS: BELOW IS A LIST OF SAFE AND UNSAFE THINGS PASSENGERS DO. WRITE THE SAFE PASSENGER ACTIONS ON A PIECE OF PAPER.

1. CLOSE AND LOCK THE DOOR AFTER ENTERING.
2. RIDE INSIDE A TRAVEL TRAILER HOOKED BEHIND THE CAR.
3. IF THERE IS ROOM TO SIT WITH THE DRIVER OF THE CAMPER, SIT THERE.
4. FIND THE BEST PLACE TO SIT INSIDE THE CAMPER AND SIT DOWN.
5. TAG ("IT") IS A GOOD GAME TO PLAY INSIDE A MOVING MOTOR HOME.
6. QUIET GAMES ARE SAFEST WHEN RIDING IN A MOTOR HOME.
7. SIT QUIETLY WHILE THE CAMPER IS MOVING.
8. CUTTING WITH POINTED SCISSORS AND PASTING IS A GOOD RIDING ACTIVITY.

ASSESSMENT NAME_____

CIRCLE THE SAFE ACTIONS FOR PASSENGERS OF MOTORCYCLES OR SNOWMOBILES.

1. RIDE WITH A DRIVER WHO IS JUST LEARNING TO DRIVE HIS VEHICLE.
2. GO WITH A CAREFUL DRIVER WHO SHOWS YOU HOW TO HOLD ON.
3. GO WITH A DRIVER WHO SHOWS YOU WHERE TO PUT YOUR FEET.
4. GO WITH A DRIVER WHO LIKES TO GO AS FAST AS HE CAN.
5. RIDE ON A VEHICLE THAT HAS A WOBBLEY FRONT WHEEL.
6. TALK TO THE DRIVER AND DRAG YOUR FEET.
7. WEAR WELL-PADDED CLOTHING.
8. RIDE ON A MOTORCYCLE WITHOUT A HELMET.

PASSENGER SAFETY – SECOND GRADE

LESSON EIGHT

"PASSENGERS ON MOTORCYCLES AND SNOWMOBILES"

OBJECTIVE EIGHT

Given examples of hazardous and nonhazardous actions, and proper and improper clothing for snowmobile and motorcycle passengers, the students will identify nonhazardous actions and proper clothing.

KEY POINTS

1. The student should become acquainted with the differences between two-wheeled and four-wheeled motor vehicles and the different hazards a passenger faces.

   a. Size and weight

   b. Speed

   c. Vehicle stability – balance

   d. Effects of carrying a passenger

   e. Vehicle use and area in which it is to be used

2. The student should understand the need for the added protection of special clothing when riding on a motorcycle or snowmobile.

   Motorcycle

   a. helmet and shield or goggles

   b. heavy shoes or boots

   c. well-padded, snug pants

   d. brightly colored, heavy coat

Snowmobile

a. preferably a helmet and face shield over hat—warm hat.

b. eye protection

c. heavy waterproof coat and pants

d. mittens or gloves

e. snug clothing that can't get caught (no long scarves)

MATERIALS NEEDED

The pictures accompanying this lesson (or the transparencies you have made). Information sheet, optional. (Activities 1 and 2)

The Situation Stories accompanying this lesson. (Activity 3)

Drawing paper, crayons. (Activity 4)

Invite a motorcycle dealer or snowmobile dealer to class as a resource person.

Enough copies of the two-page assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Ask students how many of them have ever ridden on a motorcycle — never ridden on a motorcycle.

   Point out the differences in vehicles while showing the pictures, or transparencies, of the car, minibike, and motorcycle. Use the attached Information Sheet, if necessary. Ask students questions like the following:

   a. Which of these three vehicles is the largest in real life? — the smallest?

   b. Which do you think is the heaviest? — the lightest? What makes it (car) heaviest?

   c. Which would be the safest for a passenger to ride in? What makes it safer? What does it (car) have that the other two don't have? (doors, sides, top, etc., for protection)

d. Is it easier to ride on four wheels than on two? What makes it easier? Could a passenger get a car off balance? – a motorcycle? – a minibike? How? (Relate this to learning to balance a bicycle in order to ride.) What happens when you shift your weight?

e. Which vehicle carries passengers most safely? (Have students vote with a show of hands.)

f. What kind of drivers would it be safe to ride with? Is it enough to know the traffic rules? What about riding with a big person who doesn't have much experience driving?

Point out that the beginning motorcycle rider has balance and control problems. A passenger with no motorcycle riding experience increases the chance of a crash.

g. What problems does a motorcycle or mini-bike passenger have that a car passenger doesn't have? Discuss reasons. (Weight shifts, wiggling, etc., affect balance.)

h. Do you need special clothing to ride in a car? – on a motorcycle? What kind of clothing would you wear to ride a motorcycle? (Show the picture of the proper motorcycle riding clothing.) Why do you think motorcycle passengers should wear (name of clothing)?

What might happen if you didn't wear (clothing below)

(1) a helmet and face shield or goggles

(2) heavy shoes or boots

(3) well-padded, snug pants

(4) brightly colored, heavy coat

2. Discuss the differences in vehicles while showing the pictures or transparencies of the car and snowmobile. Ask students the questions in Activity 1 above. Add the following questions:

a. What vehicle is higher off the ground? Lower?

b. Which vehicle is more comfortable to ride in? What makes it (car) more comfortable? (tires, springs, padding. Snowmobile sets on runners on ground.)

c. What kind of clothes do you think a snowmobile rider should wear? Why? (Show the picture of proper snowmobiling clothing.) What might happen if snowmobile passengers didn't wear (name of clothing)?

(1) warm hat

(2) goggles or a helmet and face shield

(3) waterproof boots

(4) mittens or gloves

(5) heavy, waterproof coat and pants

(6) snug clothing that can't get caught (no long scarves, shawls, etc.)

3. Read one or both of the Situation Stories. Ask the questions and discuss the passenger hazards and how we can avoid accidents. (Examples: Avoid faulty vehicles. Don't ride with an inexperienced snowmobiler or motorcycle rider. Don't ride with people who drive recklessly. Lean with the driver. Keep feet properly placed. Pay attention to where you're going and what you're doing.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have students draw and color pictures of themselves dressed to ride either a motorcycle or a snowmobile. They may add a safety slogan they have made up to the picture. These may be made into a class book or taken home.

   Examples of safety slogans:

   Ride Careful/Ride Safe
   Dress Warmly/Ride Safely
   Practice Makes a Better Rider

5. Have a motorcycle dealer properly dressed for motorcycling talk to the students about being a safe passenger—clothing, behavior, etc. He can also answer questions about why he feels certain behaviors are dangerous to him as the driver.

6. When available, have a snowmobile dealer or an instructor from a local snowmobile club or rescue squad visit your classroom to explain the hazards of snowmobile riding and how proper clothing and behavior can help avoid accidents.

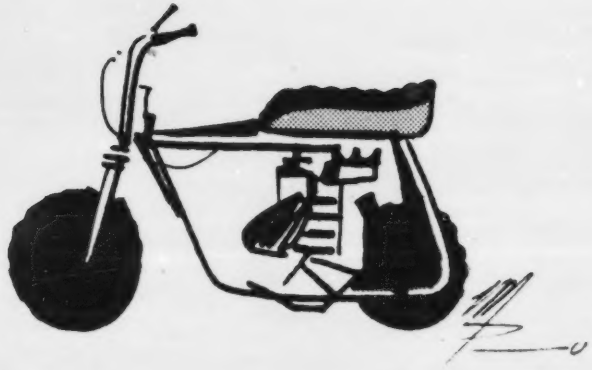
SUMMARY

Ask several students to name some of the hazards a motorcycle or snowmobile passenger faces that a car passenger doesn't. Ask what clothing can help protect the passenger and how.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the two-page assessment exercise. Instruct students to first circle the safe actions for passengers of motorcycles or snowmobiles while the teacher reads the assessment sentence. Next have students circle the articles of clothing they would wear as motorcycle or snowmobile passengers. (Or you may have them put an "X" over the two things they would NOT wear, and also tell them there are three safe behaviors.) They may color the clothing if they wish.

Collect the assessment exercises, complete the assessment checklist, and give help where needed. (Numbers 2, 3, and 7 should be circled. Heavy jacket, pants, gloves, helmet and goggles should be circled. If time permits, discuss what might happen if passengers did the unsafe actions.)



MOTORCYCLES AND SNOWMOBILES

INFORMATION SHEET

MOTORCYCLES

Motorcycle riders have hazards that car riders do not.

VISIBILITY:

Because they are smaller in relation to other highway vehicles, the motorcycle and riders are not as easily seen by other vehicle drivers.

STABILITY:

Because the motorcycle has only two wheels, it takes considerable skill for the driver to safely control it through steering and balance. Carrying a passenger increases the control problems of a motorcycle driver.

PROTECTION:

Because motorcycle riders lack the protection of a car body in an upset or collision, they must be sure to wear the proper protective clothing.

a. An approved helmet properly secured protects the head in case of an upset.

b. The goggles or face shield mainly protects the eyes and face from insects and dirt which can fly into the eyes and cause the motorcycle driver to lose control of the motorcycle.

c. Heavy jacket and pants to protect from chill winds and save skin in case of an upset. Loose clothing allows wind and insects to go inside and can get caught.

d. Heavy shoes offer protection from flying gravel, dirt, and other materials on the road and tend to protect the feet in case of an accident.

e. Brightly colored clothes make rider and motorcycle more easily seen.

MOTORCYCLE PASSENGER RULES:

1. Ride only with a skilled, experienced driver.

2. Wear proper clothing.

3. Sit only on the passenger seat behind the driver. Never ride sidesaddle.

4. Keep your feet on the passenger footrests at all times to maintain balance and protect legs. Avoid contact with the hot muffler.

5. Hold on to the handhold, if there is one, while the motorcycle is in motion. Otherwise, hold on to the driver's waist, hips, or midsection.

6. Always lean in the same direction as the driver. This helps him to balance and control the motorcycle.

7. Stay alert to changing conditions—watch for sudden stops or turns, gusts of wind, cars turning in front of you, etc.

SNOWMOBILES

Snowmobile riders have many of the same problems that motorcycle riders do with STABILITY, lack of VISIBILITY, and lack of PROTECTION. (See above)

The same types of clothing are recommended. In addition, speed and weather conditions make warm, waterproof clothing a must. Insulated clothing is best.

The same passenger rules apply as for motorcycle riders: Ride with an experienced driver, wear proper clothing, sit properly, lean with the driver, etc. Feet should be put on the runners. Never extend feet to the side to balance the snowmobile. Ride only on snowmobile trails. The noise of the snowmobile might prevent the driver from hearing cars, trains, etc. Riding only on snowmobile trails prevents collisions with skiers, fences, trees, etc.

6. Always lean in the same direction as the driver. This helps him to balance and control the motorcycle.

7. Stay alert to changing conditions—watch for sudden stops or turns, gusts of wind, cars turning in front of you, etc.

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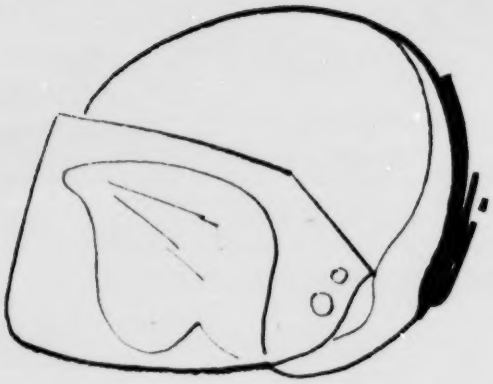

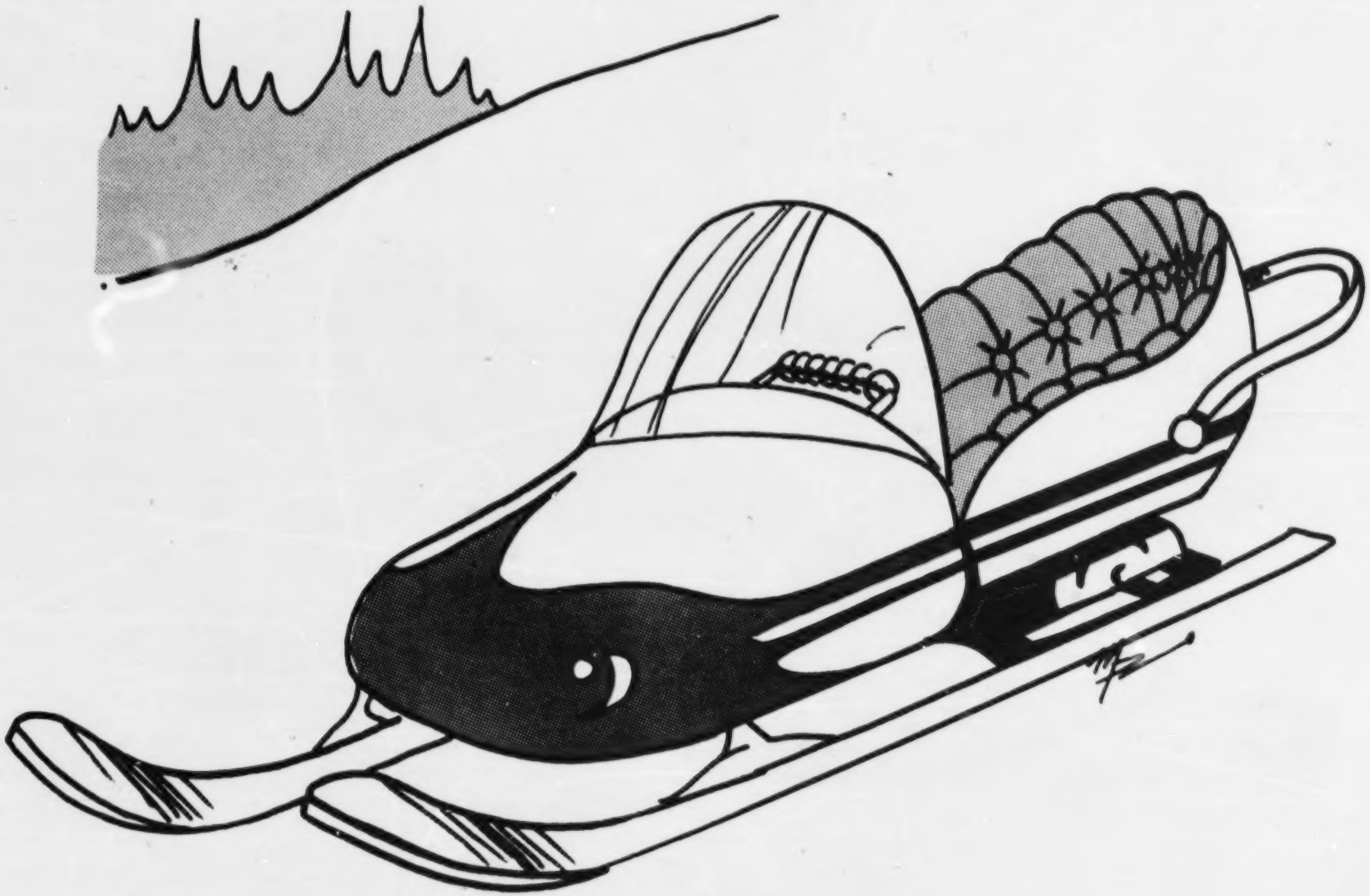

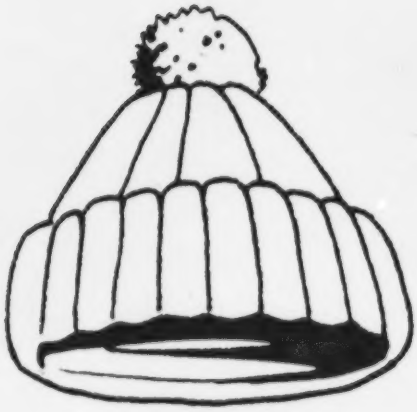

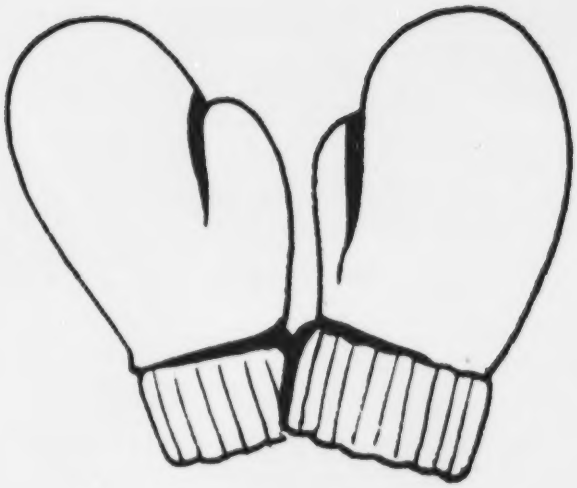

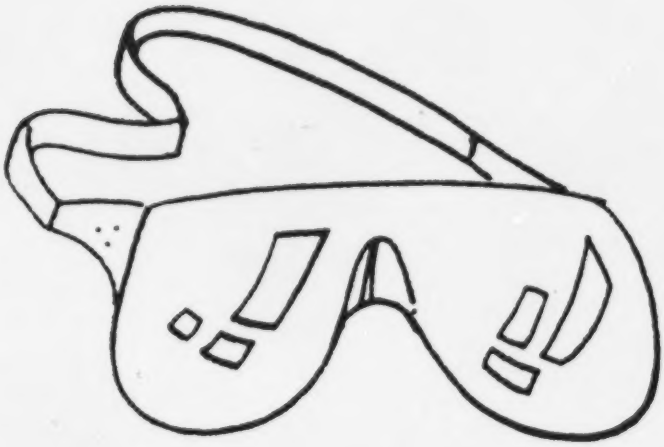

A MOTORCYCLE RIDE

Jay's big brother Ralph brought his new motorcycle home yesterday. Today he promised to take Jay for a ride on it after school. Jay is all excited. He dressed in a heavy long-sleeved shirt, long pants and good heavy gloves. He puts on the helmet his brother has for him, but it's a little too big. "I don't want to wear this. It's too big," says Jay. "Motorcycle riders have to wear helmets. If you fall off, you won't hurt your head," says Ralph.

"Come on. Let's go," Ralph calls. Jay climbs on the big motorcycle with its engine running and wraps his arms around his brother's waist. Ralph shows Jay where to put his feet on the foot rest and off they go. They go around the first corner and there in the road right in their path is a big hole. Ralph swerves the big, powerful motorcycle to miss the hole. As he does, Jay's foot slips off the foot rest.

Decision time:

1. What do you think happened? Did Jay fall off?

2. If Jay fell off, what might happen?

3. What is Jay wearing that can protect him from being seriously hurt?

Jay was holding on tightly to his big brother. He didn't fall. Ralph pulled to the curb to let Jay get his foot back on the foot rest and make sure he was OK.

They started down the road again having a fun ride. Then they saw an ambulance parked by the side of the road with its red light flashing. They stopped, and there, laying on its side by a big hole in the road like the one they had just missed was a motorcycle. The boy being put in the ambulance had a big bump on his head. He had been riding the motorcycle without a helmet when he hit the hole in the road, and lost control of his cycle.

Ralph turned to Jay and said, "See how important it is to wear a helmet?"

4. What are some good safety rules to follow when you ride on a motorcycle? (Clothes, riding position.)

5. Has anything like this ever happend to you? Tell us about it.

A SNOWMOBILE RIDE

Kathy's dad bought a snowmobile. He promised to take her snowmobiling the first nice weekend. Saturday Kathy woke up to see freshly fallen snow. She hopped out of bed and rushed to the kitchen where Mom and Dad were having breakfast. "Can we go today?" she asked excitedly. Dad answered, "Get yourself ready." Kathy put on her warm boots, her hat, coat and mittens so fast that she had to wait for her Dad.

When they got to the snowmobiling area, Dad gave her a pair of goggles and explained, "Put your arms around my waist and your feet on the running board."

"It's really fun to feel the snow in your face as you whiz through the snow" she thought. Other snowmobiles appeared and whizzed past. Away they went, up and down, all around, leaning into the turns, feeling the fresh snow crunch as it passed under the snowmobile.

Soon Kathy was getting tired. Her feet and hands were cold. But Dad was still enjoying the ride, and going faster. Kathy thought about how a hot chocolate and a warm blanket would feel about now. She was beginning to feel very tired and panicky. "What can I do?" she thought.

Decision time:

1. What are some possible outcomes of this situation?
2. What do you think Kathy should do?
3. How might this situation have been prevented?
4. What important safety rules should we follow when riding a snowmobile?
5. Has anything like this ever happened to you? Tell us about it.

ASSESSMENT

NAME_____

Circle the proper clothing for riders of motorcycles and/or snowmobiles.

ASSESSMENT NAME_____

CIRCLE THE SAFE ACTIONS FOR PASSENGERS OF MOTORCYCLES OR SNOWMOBILES.

1. RIDE WITH A DRIVER WHO IS JUST LEARNING TO DRIVE HIS VEHICLE.
2. GO WITH A CAREFUL DRIVER WHO SHOWS YOU HOW TO HOLD ON.
3. GO WITH A DRIVER WHO SHOWS YOU WHERE TO PUT YOUR FEET.
4. GO WITH A DRIVER WHO LIKES TO GO AS FAST AS HE CAN.
5. RIDE ON A VEHICLE THAT HAS A WOBBLEY FRONT WHEEL.
6. TALK TO THE DRIVER AND DRAG YOUR FEET.
7. WEAR WELL-PADDED CLOTHING.
8. RIDE ON A MOTORCYCLE WITHOUT A HELMET.